

Appendix G: LEA Application for Each Priority School

School Improvement Grant (I003g) 2013-2014

LEA School Application: Priority

The LEA must complete this form for *each* Priority school applying for a school improvement grant.

School Corporation Evansville Vanderburgh School Corporation

Number 7995

School Name Caze Elementary School

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

☐ Turnaround

☐ Restart

☒ Transformation

☐ Closure

Assurances

Evansville Vanderburgh School Corporation assures that it will

- X (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- X (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- X (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- X (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- X (6) Report to the SEA the school-level data required under section III of the final requirements.

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a school wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

A. LEA Analysis of School Needs

➤ Instructions:

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, and the principal and school needs.

Appendix B:

Worksheet #1A: Analysis of Student and School Data

Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013

Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

➤ Instructions:

- Complete the table below for available student groups (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) that did *not* pass in English/language arts and/or mathematics for 2011-2012.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/dashboard/overview.aspx>.

English/Language Arts

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|------------------------------------|-----------------------------|---|--|---|
| OVERALL: | 46% | 94 | | |
| Black | 48% | 45 | high | High - disproportionality of behavior referrals; higher percentage of IEPs in this subgroup; poverty; non-traditional families; attendance; family engagement |
| Multiracial | 17% | 16 | low | Low-poverty ; nontraditional families; attendance; family engagement |
| White | 29% | 27 | Medium | Medium-Poverty; non-traditional families; attendance; family engagement |

| | | | | |
|---------|-----|----|--------|---|
| Male | 62% | 58 | high | High-poverty, attendance; family engagement |
| Female | 38% | 36 | medium | Medium-poverty, attendance; family engagement |
| IEP Yes | 30% | 28 | medium | Medium-identified disability; motivation; lack of ownership(all of them) |
| IEP No | 70% | 66 | high | High-poverty; attendance; family engagement, non-traditional family structure; motivation |
| Free | 93% | 87 | high | High-poverty; family engagement; motivation; personal responsibility; ownership of learning |
| Reduced | 3% | 3 | low | Low-poverty; family engagement; motivation |
| Paid | 4% | 4 | low | Low-poverty; family engagement; |

Mathematics

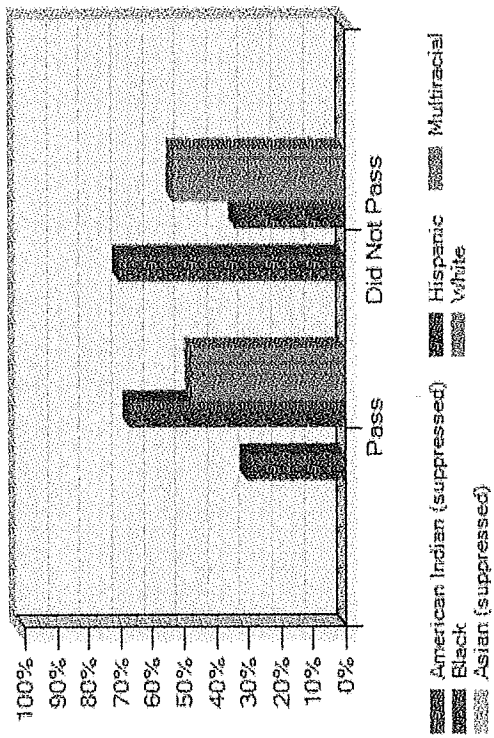
| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|------------------------------------|-----------------------------|---|--|---|
| Overall: | 49% | 101 | | |
| Black | 48% | 48 | high | High - disproportionality of behavior referrals; higher percentage of IEPs in this subgroup; poverty; non-traditional |

| | | | | | |
|-------------|-----|----|--------|--|---|
| | | | | | families; attendance; family engagement |
| Multiracial | 19% | 19 | low | | Low-poverty ; nontraditional families; attendance; family engagement |
| White | 28% | 28 | medium | | Medium-poverty, attendance; family engagement |
| Female | 43% | 43 | high | | High-poverty, attendance; family engagement |
| Male | 57% | 58 | high | | High - disproportionality of behavior referrals; higher percentage of IEPs in this subgroup; poverty; non-traditional families; attendance; family engagement |
| IEP Yes | 28% | 28 | medium | | Medium-poverty, attendance; family engagement |
| IEP No | 72% | 73 | high | | High-poverty, attendance; family engagement |
| Free | 92% | 93 | high | | High-poverty, attendance; family engagement |
| Reduced | 4% | 4 | low | | Low-High poverty |
| Paid | 4% | 4 | low | | Low-High poverty |

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| <p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Inappropriate example:</i> Students from Mexico aren't doing well in school. " <i>Appropriate example:</i> "75% of our Mexican students who have been</p> | <p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."</p> |
|--|--|

| | |
|--|--|
| <p>in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p> | <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</p> |
| <ul style="list-style-type: none"> • The black subgroup did not pass ELA at a rate of 48% and math at a rate of 48%, which was the highest severity for both subjects of any subgroup. • 62% of our male students did not pass ELA and 57% of our male students P did not pass Math. • 93% of our students with free lunch did not pass ELA and 97% of our students with free lunch did not pass Math. • 70% of students without an IEP did not pass ELA and 72% of students without an IEP did not pass Math. | <ul style="list-style-type: none"> • Our instructional staff lacks culturally competent materials and knowledge for diverse learners. Additionally, current resources and instruction lack relevance and real-life connections. • Male students constitute our highest number of discipline referrals and spend the most time in discipline situations. Leadership and teachers lack sufficient capacity to manage student behavior. • General education students need to be afforded the opportunity for differentiated instruction within core instruction and be provided accommodations as needed. Additionally, there is a need for true interventions to address the need of students that have not mastered the content. • Students need access to quality interventions that can address discipline problems and keep student in classrooms for instruction. • Black subgroup <ul style="list-style-type: none"> ◦ Lack of prior knowledge (early childhood programming) ◦ Teachers do not necessarily represent population served ◦ Distrust of school system and protocols ◦ Teachers don’t necessarily understand the cultural needs of students ◦ Strong, positive adult-student relationships (parent - child; |

iSTEP- 2011-12 Results by Ethnicity



guardian - child; community member -child; teacher -child;
admin - child)

- o Lack of understanding of cultural norms (student perspective)
- o Geographic isolation based on home address
- o Parents lack resources to properly assist students

- Hispanic

- o Language barriers (ELL learners)
- o Parents lack resources to properly assist

Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013

Student Leading Indicators

➤ **Instructions:**

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

| | 2011-2012 | 2012-2013 |
|---|---|---|
| 1. Number of minutes within the school year that students are required to attend school | 381 minutes per day x 180 school days = 68,580 minutes per school year. | 381 minutes per day x 180 school days = 68,580 minutes per school year. |
| 2. Dropout rate* | N/A | N/A |
| 3. Student attendance rate (must be a percentage between 0.00 and 100.00) | 97.0% | 97.2% (as of May 13, 2013) |
| 4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework | N/A | N/A |
| 5. Number of students completing dual enrollment classes | N/A | N/A |

| 6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other | BAS SS | BAS SS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--------------------------------------|--|--|--|-----------|--|--|--------------------|--------------------------------|--------------|------------|------------|-----|--|--|---------|----|-----|--------|-----|-----|--------|--|--|--------|----|-----|------|-----|-----|-----------|--|--|-----------------|--|--|-------|----|-----|----------|---|---|-------------|----|-----|-------|----|-----|--------------|--|--|------|-----|-----|---------|---|----|------|----|----|--|--------------------------------------|--|--|--|------------|--|--|--------------------|--------------------------------|--------------|------------|------------|-----|--|--|---------|----|-----|--------|-----|-----|--------|--|--|--------|----|-----|------|-----|-----|-----------|--|--|-----------------|---|---|-------|----|-----|----------|---|---|-------------|----|-----|-------|----|-----|--------------|--|--|------|-----|-----|---------|----|----|------|----|----|
| 7. Discipline incidents* | <table> <tr> <th colspan="3">Care Elementary Discipline Incidents</th></tr> <tr> <th></th><th colspan="2">2011-2012</th></tr> <tr> <th></th><th>Number of Students</th><th>Number of Discipline Incidents</th></tr> <tr> <td>TOTAL</td><td>162</td><td>584</td></tr> <tr> <td>IEP</td><td></td><td></td></tr> <tr> <td>IEP Yes</td><td>41</td><td>194</td></tr> <tr> <td>IEP No</td><td>121</td><td>390</td></tr> <tr> <td>Gender</td><td></td><td></td></tr> <tr> <td>Female</td><td>42</td><td>123</td></tr> <tr> <td>Male</td><td>120</td><td>461</td></tr> <tr> <td>Ethnicity</td><td></td><td></td></tr> <tr> <td>American Indian</td><td></td><td></td></tr> <tr> <td>Black</td><td>86</td><td>319</td></tr> <tr> <td>Hispanic</td><td>1</td><td>2</td></tr> <tr> <td>Multiracial</td><td>35</td><td>137</td></tr> <tr> <td>White</td><td>40</td><td>126</td></tr> <tr> <td>Lunch Status</td><td></td><td></td></tr> <tr> <td>Free</td><td>141</td><td>508</td></tr> <tr> <td>Reduced</td><td>5</td><td>19</td></tr> <tr> <td>Paid</td><td>16</td><td>57</td></tr> </table> | Care Elementary Discipline Incidents | | | | 2011-2012 | | | Number of Students | Number of Discipline Incidents | TOTAL | 162 | 584 | IEP | | | IEP Yes | 41 | 194 | IEP No | 121 | 390 | Gender | | | Female | 42 | 123 | Male | 120 | 461 | Ethnicity | | | American Indian | | | Black | 86 | 319 | Hispanic | 1 | 2 | Multiracial | 35 | 137 | White | 40 | 126 | Lunch Status | | | Free | 141 | 508 | Reduced | 5 | 19 | Paid | 16 | 57 | <table> <tr> <th colspan="3">Care Elementary Discipline Incidents</th></tr> <tr> <th></th><th colspan="2">2012-2013*</th></tr> <tr> <th></th><th>Number of Students</th><th>Number of Discipline Incidents</th></tr> <tr> <td>TOTAL</td><td>200</td><td>815</td></tr> <tr> <td>IEP</td><td></td><td></td></tr> <tr> <td>IEP Yes</td><td>58</td><td>313</td></tr> <tr> <td>IEP No</td><td>142</td><td>502</td></tr> <tr> <td>Gender</td><td></td><td></td></tr> <tr> <td>Female</td><td>44</td><td>141</td></tr> <tr> <td>Male</td><td>156</td><td>674</td></tr> <tr> <td>Ethnicity</td><td></td><td></td></tr> <tr> <td>American Indian</td><td>2</td><td>3</td></tr> <tr> <td>Black</td><td>98</td><td>488</td></tr> <tr> <td>Hispanic</td><td>4</td><td>7</td></tr> <tr> <td>Multiracial</td><td>30</td><td>122</td></tr> <tr> <td>White</td><td>66</td><td>195</td></tr> <tr> <td>Lunch Status</td><td></td><td></td></tr> <tr> <td>Free</td><td>161</td><td>711</td></tr> <tr> <td>Reduced</td><td>12</td><td>26</td></tr> <tr> <td>Paid</td><td>27</td><td>78</td></tr> </table> <p>*As of May 9th, 2013</p> | Care Elementary Discipline Incidents | | | | 2012-2013* | | | Number of Students | Number of Discipline Incidents | TOTAL | 200 | 815 | IEP | | | IEP Yes | 58 | 313 | IEP No | 142 | 502 | Gender | | | Female | 44 | 141 | Male | 156 | 674 | Ethnicity | | | American Indian | 2 | 3 | Black | 98 | 488 | Hispanic | 4 | 7 | Multiracial | 30 | 122 | White | 66 | 195 | Lunch Status | | | Free | 161 | 711 | Reduced | 12 | 26 | Paid | 27 | 78 |
| Care Elementary Discipline Incidents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2011-2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Number of Students | Number of Discipline Incidents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 162 | 584 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IEP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IEP Yes | 41 | 194 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IEP No | 121 | 390 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gender | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Female | 42 | 123 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 120 | 461 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ethnicity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| American Indian | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 86 | 319 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Multiracial | 35 | 137 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 40 | 126 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lunch Status | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Free | 141 | 508 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reduced | 5 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Paid | 16 | 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Care Elementary Discipline Incidents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2012-2013* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Number of Students | Number of Discipline Incidents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 200 | 815 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IEP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IEP Yes | 58 | 313 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IEP No | 142 | 502 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gender | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Female | 44 | 141 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 156 | 674 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ethnicity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| American Indian | 2 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 98 | 488 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 4 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Multiracial | 30 | 122 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 66 | 195 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lunch Status | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Free | 161 | 711 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reduced | 12 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Paid | 27 | 78 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

8. Truants
 (# of unduplicated students,
 enter as a whole number)

| Case Elementary Truancies | |
|---------------------------------|---|
| | 2011-2012 |
| | Number of Students Missing 11 or more days |
| TOTAL | |
| IEP | |
| IEP Yes | 36 |
| IEP No | 114 |
| Gender | |
| Female | 63 |
| Male | 87 |
| Ethnicity | |
| Asian | 4 |
| American Indian | 0 |
| Black | 42 |
| Hawaiian/Other Pacific Islander | 0 |
| Hispanic | 6 |
| Multiracial | 36 |
| White | 62 |
| Lunch Status | |
| Free | 128 |
| Reduced | 4 |
| Paid | 18 |

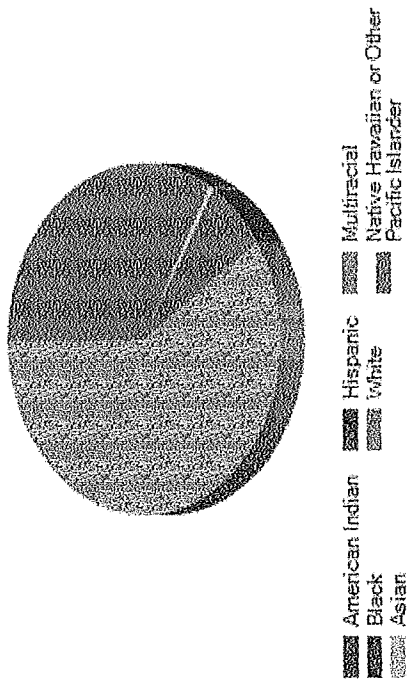
| Case Elementary Truancies | |
|---------------------------------|---|
| | 2012-2013* |
| | Number of Students Missing 11 or more days |
| TOTAL | |
| IEP | |
| IEP Yes | 44 |
| IEP No | 123 |
| Gender | |
| Female | 73 |
| Male | 94 |
| Ethnicity | |
| Asian | 1 |
| American Indian | 0 |
| Black | 47 |
| Hawaiian/Other Pacific Islander | 0 |
| Hispanic | 10 |
| Multiracial | 39 |
| White | 70 |
| Lunch Status | |
| Free | 136 |
| Reduced | 6 |
| Paid | 25 |

| 9. Distribution of teachers by performance level on LEA's teacher evaluation system | <table><tr><th colspan="4">Caze Elementary School 2011 - 2012</th></tr><tr><th></th><th>#</th><th></th><th>%</th></tr><tr><td>Total</td><td>17</td><td></td><td></td></tr><tr><td>1.00 – 1.50</td><td>0</td><td></td><td></td></tr><tr><td>1.51 – 2.00</td><td>0</td><td></td><td></td></tr><tr><td>2.01 – 2.50</td><td>0</td><td></td><td></td></tr><tr><td>2.51 – 3.00</td><td>1</td><td></td><td>5.9%</td></tr><tr><td>3.01 – 3.50</td><td>14</td><td></td><td>82.4%</td></tr><tr><td>3.51 – 4.00</td><td>2</td><td></td><td>11.8%</td></tr></table> <p>*only full-time instructional staff *4 = highest; 1 = lowest</p> | Caze Elementary School 2011 - 2012 | | | | | # | | % | Total | 17 | | | 1.00 – 1.50 | 0 | | | 1.51 – 2.00 | 0 | | | 2.01 – 2.50 | 0 | | | 2.51 – 3.00 | 1 | | 5.9% | 3.01 – 3.50 | 14 | | 82.4% | 3.51 – 4.00 | 2 | | 11.8% | |
|---|---|---------------------------------------|-------|--|--|--|---|--|---|-------|----|--|--|-------------|---|--|--|-------------|---|--|--|-------------|---|--|--|-------------|---|--|------|-------------|----|--|-------|-------------|---|--|-------|--|
| Caze Elementary School 2011 - 2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | # | | % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.00 – 1.50 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.51 – 2.00 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.01 – 2.50 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.51 – 3.00 | 1 | | 5.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.01 – 3.50 | 14 | | 82.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.51 – 4.00 | 2 | | 11.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. Teacher attendance rate | 95.6% | 92.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

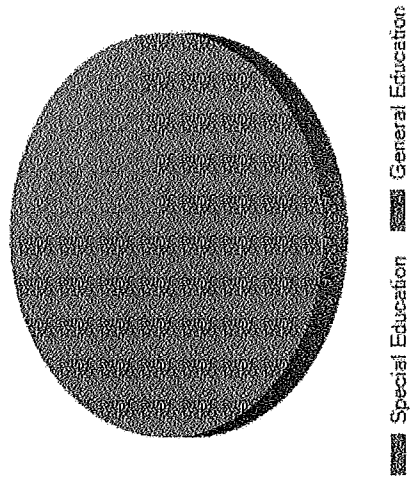
| <p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> "Teachers are absent a lot."</p> <p><i>Appropriate example:</i> "Teachers on average are out of the classroom 32 days of the school year."</p> | <p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Teachers don't feel like coming to school"</p> <p><i>Appropriate example:</i> "Teachers' working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers' classrooms"</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---------|---------|---------|---------|---------|--|-------|---------|---------|---------|---------|---------|---------|--------------|-------|-------|-------|-------|-------|-------|---------|-------|-------|-------|-------|-------|-------|---------|-------|-------|-------|-------|-------|-------|---------|-------|-------|-------|-------|-------|-------|---------|-------|-------|-------|-------|-------|-------|---------|-------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------|-------|---|
| <p>Teacher attendance is critically low at 92.6%, which is even lower than student attendance (97.2%).</p> <table><tr><th colspan="7">Attendance By Grade</th></tr><tr><th>Grade</th><th>2006-07</th><th>2007-08</th><th>2008-09</th><th>2009-10</th><th>2010-11</th><th>2011-12</th></tr><tr><td>Kindergarten</td><td>96.3%</td><td>95.6%</td><td>95.0%</td><td>94.0%</td><td>95.1%</td><td>96.2%</td></tr><tr><td>Grade 1</td><td>95.9%</td><td>95.6%</td><td>96.1%</td><td>95.4%</td><td>95.4%</td><td>96.9%</td></tr><tr><td>Grade 2</td><td>96.2%</td><td>95.8%</td><td>96.2%</td><td>96.0%</td><td>95.1%</td><td>97.2%</td></tr><tr><td>Grade 3</td><td>97.1%</td><td>96.9%</td><td>97.4%</td><td>96.7%</td><td>96.0%</td><td>96.8%</td></tr><tr><td>Grade 4</td><td>97.3%</td><td>96.7%</td><td>97.0%</td><td>96.4%</td><td>96.4%</td><td>97.4%</td></tr><tr><td>Grade 5</td><td>96.9%</td><td>96.7%</td><td>96.4%</td><td>95.9%</td><td>96.5%</td><td>97.7%</td></tr><tr><td>All Grades</td><td>96.6%</td><td>96.1%</td><td>96.2%</td><td>95.6%</td><td>95.7%</td><td>97.0%</td></tr></table> | Attendance By Grade | | | | | | | Grade | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | Kindergarten | 96.3% | 95.6% | 95.0% | 94.0% | 95.1% | 96.2% | Grade 1 | 95.9% | 95.6% | 96.1% | 95.4% | 95.4% | 96.9% | Grade 2 | 96.2% | 95.8% | 96.2% | 96.0% | 95.1% | 97.2% | Grade 3 | 97.1% | 96.9% | 97.4% | 96.7% | 96.0% | 96.8% | Grade 4 | 97.3% | 96.7% | 97.0% | 96.4% | 96.4% | 97.4% | Grade 5 | 96.9% | 96.7% | 96.4% | 95.9% | 96.5% | 97.7% | All Grades | 96.6% | 96.1% | 96.2% | 95.6% | 95.7% | 97.0% | <p>Teacher Attendance Decline:</p> <p>Root Cause: Teacher morale is impacted by excessive student behavior management.</p> <p>Number of minutes attending:</p> <p>Symptom: Teachers do not have enough time with students.</p> <p>Root Cause: There is not enough time in the school day for full instruction and needed interventions.</p> <p>Student attendance issues:</p> <p>Root Cause: Families often in crisis due to economical issues move to another location seeking relief.</p> <p>Discipline Incidents:</p> <p>Root Cause: Discipline is not handled through consistent means due to limited administrative capacity.</p> <p>Student Growth:</p> <p>Root Cause: Excessive behaviors and limited administrative capacity limited the learning time.</p> |
| Attendance By Grade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kindergarten | 96.3% | 95.6% | 95.0% | 94.0% | 95.1% | 96.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 1 | 95.9% | 95.6% | 96.1% | 95.4% | 95.4% | 96.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 2 | 96.2% | 95.8% | 96.2% | 96.0% | 95.1% | 97.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3 | 97.1% | 96.9% | 97.4% | 96.7% | 96.0% | 96.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 4 | 97.3% | 96.7% | 97.0% | 96.4% | 96.4% | 97.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 5 | 96.9% | 96.7% | 96.4% | 95.9% | 96.5% | 97.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Grades | 96.6% | 96.1% | 96.2% | 95.6% | 95.7% | 97.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|--|--|
| <div data-bbox="196 1583 224 1988"> <p>Student/Teacher Ratio 2010-11</p> </div> <div data-bbox="233 1768 250 1803"> <p>15 : 1</p> </div> <div data-bbox="313 1583 339 1988"> <p>Teacher Count 2010-11 by Years of Experience</p> </div> <div data-bbox="355 1677 574 1894"> </div> <div data-bbox="596 1642 633 1936"> <p>0-5 years 11-15 years 16-20 years 6-10 years</p> </div> <div data-bbox="196 1146 224 1556"> <p>Teacher Count 2010-11</p> </div> <div data-bbox="228 1316 245 1390"> <p>32 teachers</p> </div> <div data-bbox="264 1299 284 1407"> <p>Teacher Roster</p> </div> <div data-bbox="313 1146 339 1556"> <p>Teacher Count 2010-11 by Ethnicity</p> </div> <div data-bbox="358 1234 602 1467"> </div> <div data-bbox="628 1285 646 1423"> <p>Black White</p> </div> | <p>Root Cause: Limited learning time restrict ability of teachers to provide needed interventions.</p> <p>Result: Student growth has been limited due to the inability of teachers to instruct their students and the need to focus on classroom behavior.</p> |
|--|--|

Enrollment 2011-12 by Ethnicity



Enrollment 2011-12 by Special Education

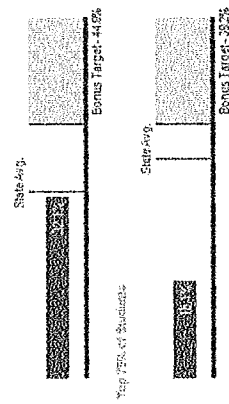


Student Growth

Mathematics

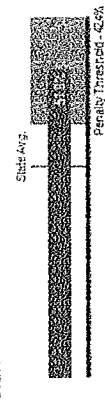
Percent of Students Achieving High Growth (Bonus Opportunities)

Bottom 25% of Students



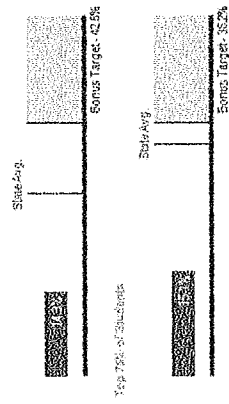
Percent of Students Showing Low Growth (Penalty Possibilities)

State



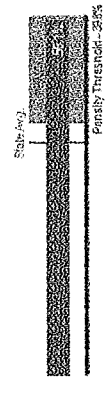
English/Language Arts

Bottom 25% of Students



Percent of Students Showing Low Growth (Penalty Possibilities)

Overall



Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ Instructions:

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

| The Principal and Leadership | 1 | 2 | 3 | 4 | The Principal and Leadership |
|---|----------|----------|----------|----------|---|
| 1. Spends most of the time managing the school. | x | | | | 1. Spends great deal of time in classrooms. |
| 2. Is rarely in the classrooms. | x | | | | 2. Conducts frequent walk-throughs. |
| 3. Is not knowledgeable about English/ language arts or mathematics instruction. | | | x | | 3. Knows E/LA and mathematics instruction well and is able to assist teachers. |
| 4. Serves as lone leader of the school | | | x | | 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. |
| 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom. | x | | | | 5. Is not bound by seniority rules in hiring and placement of teachers. |
| Instruction | 1 | 2 | 3 | 4 | Instruction |

| | | | | | |
|---|---|---|---|--|--|
| 1. Is primarily lecture-style and teacher-centered. | | X | | | 1. Includes a variety of methods that are student-centered. |
| 2. Places the same cognitive demands on all learners (no differentiation). | | X | | | 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). |
| 3. Is primarily textbook-oriented. | | | X | | 3. Uses multiple sources beyond textbooks. |
| 4. Does not include technology. | X | | | | 4. Includes frequent use of technology. |
| 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. | | X | | | 5. Works in teams, discussing student learning and instructional ideas. |
| 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. | X | | | | 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. |
| 7. Instruction is not increased to allow for more student learning time. | X | | | | 7. Schedules and strategies provide for increased student learning time. |

| Curriculum | 1 | 2 | 3 | 4 | Curriculum |
|--|---|---|---|---|---|
| 1. Leadership does not observe or evaluate teachers for use of the curriculum. | X | | | | 1. Is observed by school leadership that it is being taught |
| 2. Is considered to be the textbook or the state | | X | | | 2. Is developed by the district/teachers based on |

| | | | | | | |
|---|----------|----------|----------|----------|--|--|
| standards. | | | | | | unpacking the state standards. |
| 3. Is not aligned within or across grade levels. | | | X | | | 3. Is aligned within and across grade levels. |
| 4. Is not rigorous or cognitively demanding. | | | X | | | 4. Is rigorous and cognitively demanding. |
| 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. | | | X | | | 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. |
| 6. Is not differentiated for struggling students. | | | | X | | 6. Is differentiated for struggling students. |
| Data - Formative Assessments | 1 | 2 | 3 | 4 | Data - Formative Assessments | |
| 1. Are not regularly used by teachers. | | X | | | 1. Are used to implement an aligned instructional program. | |
| 2. Are not routinely disaggregated by teachers. | | X | | | 2. Are used to provide differentiated instruction. | |
| 3. Are not used to determine appropriate instructional strategies. | | X | | | 3. Are discussed regularly in teacher groups to discuss student work | |
| Professional Development | 1 | 2 | 3 | 4 | Professional Development | |
| 1. Is individually selected by each teacher; includes conferences and conventions. | X | | | | 1. Is of high quality and job-embedded. | |
| 2. Is not related to curriculum, instruction, or assessment. | | | X | | 2. Is aligned to the curriculum and instructional program. | |
| 3. Is short, i.e., one-shot sessions. | | | X | | 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with | |

| | | | | | | |
|---|----------|----------|----------|----------|-----------------------------------|---|
| | | | | | | disabilities. |
| 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation. | | x | | | | 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments. |
| Parents, Family, Community | 1 | 2 | 3 | 4 | Parents, Family, Community | |
| 1. Does not provide extended supports. | x | | | | | 1. Provides social and emotional supports from school and community organizations. |
| 2. Does not ensure a safe school and community environment for children. | x | | | | | 2. Creates a safe learning environment within the school and within the community. |
| | x | | | | | 3. Includes use of advisory periods to build student-adult relationships. |

| | | | | | | |
|--|----------|----------|----------|----------|----------------------------|--|
| Cultural Competency | 1 | 2 | 3 | 4 | Cultural Competency | |
| 1. Holds the belief that all students learn the same way. | | x | | | | 1. Holds the belief that students learn differently and provides for by using various instructional practices. |
| 2. Uses the textbook to determine the focus of study. | | x | | | | 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. |
| 3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. | x | | | | | 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. |
| 4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; | x | | | | | 4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. |

| conditions of countries or groups. | | | | | |
|---|---|--|--|--|---|
| 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class. | x | | | | 5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class. |

| What are the key findings from the self-assessment of high-performing schools? | What is at the "root" of the findings? What is the underlying cause? |
|---|--|
| <p><i>Appropriate example:</i> "We don't have a curriculum aligned across grade levels."</p> <p><i>Appropriate example:</i> "We only teach flags, festivals and foods with our students."</p> | <p><i>Appropriate example:</i> "We don't know how to align our curriculum across grade levels."</p> <p><i>Appropriate example:</i> "Connecting curriculum to students' lives takes longer to prepare lessons."</p> |
| Principal spends most of the time managing the school. | <p>Spends time on discipline (~ 3 hours per day) because students are referred to the office. Behaviors are such that the referral is warranted when students have deep emotional issues that require behavior management staff to talk through issues.</p> <p>Symptom: The Principal is overwhelmed by the discipline matters in the school.</p> <p>Root Cause: Student behavioral needs outweigh the capacity and behavior systems of the school/leadership.</p> |
| Principal is rarely in the classrooms. | <p>The principal is too busy with behavior management and meetings to enter classrooms on a regular basis.</p> <p>-An inordinate amount of time is spent counseling students on</p> |

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| <p>Must accept teachers based on seniority or other union agreements</p> | <p><i>behavior and life circumstances (basic home/health needs).</i></p> <ul style="list-style-type: none"> - Meetings (Principal, parent-leaving the building usually once per week). There is only building leader to attend conferences/meetings. - Student behaviors have the sole principal tethered to the office with discipline facilitation and conferencing. - Principal is often forced to answer district related requests with that are marked urgent throughout the day. This includes meetings for Principal and Staff that average 4 hours per week. <p><i>Solutions: The school would benefit from Professional Development subs, a Professional Development Specialist and Professional Collaboration/Development Days.</i></p> <p>Discipline could be shifted to another administrator to address behaviors along with a behavior specialist and therapist through Lampion partnership.</p> <p>A Behaviorist is needed to assist with family and personal counseling.</p> <p>Counselor and Social worker should work with classes and continue community support.</p> <p>Nurse and Resource Officer to deal with health, hygiene and classroom issues.</p> <p><i>Symptom: Principal not available to do basic walk-through or provide visibility.</i></p> <p><i>Root Cause: Limited capacity with only one building leader to handle both school culture and instructional needs.</i></p> |
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| <p>rather than on their effectiveness in the classroom.</p> <p>Instruction does not include technology to the extent necessary.</p> | <p>District placement mandates and the mandate or to accept teachers into the school based on district needs and excess staff. Union agreement dictate staffing.</p> <ul style="list-style-type: none"> -The creation of a system of hiring and supporting teachers is needed -The district mandates on hiring and acceptance of teachers are overpowering. -Teachers desire to have teachers that are focused on effectiveness. <p><i>Symptom: Teachers are placed that do not want to be in the building.</i></p> <p><i>Root Cause: The district needs to work with the school to develop a process for placing teachers that works with the needs of the school.</i></p> <p>The school is not currently able to include technology in the classroom because of limited access points, equipment and technical support (person). 25% of the school can access technology at one time.</p> <ul style="list-style-type: none"> - There is no E-Learning Coach to assist with training (professional development) of staff or to handle increased need to incorporate technology. - Students do not have a Technology teacher which would instruct students on the basic introduction to technology and advanced uses (Project Lead the Way, Blended Learning). - Structural Access Points are needed to accommodate new technology. <p><i>Symptom: Technology is not integrated into the instructional setting.</i></p> <p><i>Root Cause: The school possesses limited technological resources</i></p> |
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| <p>Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>6. Instruction is not increased to allow for more student learning time.</p> | <p><i>and building capacity to support them.</i></p> <p>Instruction, evaluation and PLC implementation suffers from a lack of leadership, guidance, feedback and oversight. The follow-up from Administration is not there and there is no teacher and student accountability. The focus is on Readers Workshop (a program) and not on improving Acuity scores or student achievement outcomes. Teacher need evaluation, PD coverage (substitutes) and specific scientifically based strategies.</p> <p><i>Symptoms: Instruction not resulting in the academic student gains that are expected.</i></p> <p><i>Root Cause: The instructional leadership, evaluation and feedback can not be supported in the current administrative capacity.</i></p> <p>Teachers need more time with their students. Core subject instruction is rushed in the current day schedule. The school day needs to be extended to accommodate interventions and increased learning time. The goal is to increase student achievement, so it would have to be used for quality instruction and intentional teaching, tutoring or intervention. PBIS or Life skills, cultural piece can be housed within the extension. The year could be extended with scheduled teacher data/collaboration days. After school programming could be used as a build to a longer school day. Expanded after school programs that will improve behavior: social, relationships, behaviors and academic support.</p> <p><i>Symptom: Teachers do not have enough time to provide full instruction.</i></p> |
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| <p>Is individually selected by each teacher; includes conferences and conventions.</p> <p>School does not provide the wrap around services/supports necessary.</p> | <p><i>Root Cause: The student day is not long enough to encompass needed interventions and supported student instruction of all subjects.</i></p> <p>Teachers need a voice in selecting their own professional Development. The district mandates much of the professional development and it is not always continuous or aligned to the needs of the school. Substitute teachers that already know the students and their needs would help keep discipline to a minimum. Many district programs.</p> <p><i>Symptom: Professional development is often and supporting many programs.</i></p> <p><i>Root Cause: Professional development is unaligned and supporting an array of district inspired programs.</i></p> <p>We need training on how to work with the emotional and behavioral issues that some of our students have. Caze needs to be more visible in the student community and provide supports to our struggling families. There has to be a working PTA. Students need assistance with basic needs and student accountability to have ownership in their education. Parents need tutoring workshops with an academic focus so they know how to help students academically. Unmet physical and social needs result in school behavior.</p> <p><i>Symptom: Behaviors and the resulting time away from instruction for 22% of students in Tier(s) 2 and 3 RTI hierarchy.</i></p> <p><i>Root Cause: Leadership and staff are overwhelmed by behaviors that distract from the learning culture within the building.</i></p> |
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| <p>Does not ensure a safe school and community environment for children.</p> | <p>Student behavior includes altercations between students as well as teacher disrespect (student to student aggression). Universal key system would help for emergency situations. Students need additional adult supervision during non-class times (recess, lunch, morning and after school). PBIS not implemented with fidelity.</p> <p><i>Symptom: Teachers and students don't feel as safe as necessary to have a productive, safe learning environment.</i></p> <p><i>Root Cause: Lack of adequate instructional and support staffing to support the student behavioral and academic needs.</i></p> |
| <p>"Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.</p> | <p>The Caze faculty and staff could benefit from more professional development on their students' cultures and more of an understanding of the community. Staff need a better understanding of the student community and lifestyle to make learning relevant to the students and their needs. It would be helpful to engage community partners that represent the student diversity; Students and teachers would benefit from diverse core experiences.</p> <p><i>Symptom: Teachers and staff feel they do not know how to empathize with student perspectives.</i></p> <p><i>Root Cause: There is a deficit in administration and staff understanding and knowledge of diverse cultures.</i></p> |
| <p>Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history;</p> | <p>Caze faculty and staff do not know where to begin with the investigation of student education levels. The current student based</p> |

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| conditions of countries or groups. | <p>has not challenged them to seek out knowledge on foreign cultures. Skype and Facetime with classrooms in other countries could support this goal through distance learning partnerships. After school language programs could be supported through technology.</p> <p><i>Symptom: Limited knowledge and inquiry into foreign cultures.</i></p> <p><i>Root Cause: Limited foreign students interaction and training opportunities.</i></p> <p>The Caze faculty desire PD to address limited understanding of students diverse student perspectives. PD Coach/Community and Family Coord.</p> <p><i>Root Cause: Lack of cultural training.</i></p> |
| Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class. | |

B. Selection of School Improvement Model

➤ **Instructions:** Read and discuss with the team the elements of the four school intervention models below.

| Transformation Model | Transformation Model |
|--|---|
| Required Elements | Permissible Elements |
| <p>Develop Teacher and Leader Effectiveness</p> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff. | <p>Develop Teacher and Leader Effectiveness</p> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model. |
| <p>Increasing Learning Time and Creating Community-Oriented Schools</p> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement. | <p>Comprehensive Instructional Reform</p> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a school wide "response-to-intervention" model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems |
| <p>Comprehensive Instructional Reform Strategies</p> <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction. | <p>Increasing Learning Time and Creating Community-Oriented Schools</p> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten. |
| <p>Provide Operational Flexibility and Sustained Support</p> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization. | <p>Operational Flexibility and Sustained Support</p> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs. |

II. Selection of Improvement Model

Based on our findings of the three data sources, the LEA is selecting this model for this school:

- ☐ Turnaround ☐ Restart
☒ Transformation ☐ Closure

➤ **Instructions:** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Intervention model selected: **TRANSFORMATION**

(1) Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.

Upon the grant's release, Caze Elementary invited district and school personnel, students, family members, and community partners to participate in a series of stakeholder feedback meetings. The purpose of these meetings was to inform the school communities about the School Improvement Grant (SIG) process and to begin conversations about our shared vision for transformation and student success. The purpose of the planning process was:

- To diagnose school strengths and areas for improvement;
- To generate ideas and strategies as to how we can accelerate student achievement aligned to the school's areas for improvement.

During the first few meetings, Caze leadership team engaged in a needs assessment using available tools such as its School Readiness Assessment Report[1], analysis of available school and student data, student leading indicators for 2011-2012 and 2012-2013, and a self-assessment of practices aligned to high performing, high poverty schools. After thoroughly analyzing its data, the team developed three key school priorities which eventually translated to annual goals that were strategic, measurable, attainable, result-oriented, and time-bound (SMART). Caze leadership will continue to refine and expand these goals at a more granular level in August 2013 with the Office of Transformational Support.

- *Increase math and ELA achievement for all students, particularly those receiving free lunch given more than 80% of this subgroup is not passing on statewide assessment.*
- *Improve the school climate and culture*
- *Increase parent and community engagement by developing stronger home-school connections*

ELA achievement at Caze Elementary School has consistently been significantly lower than state and district averages and dipped close to 4 percentage points in 2011-2012 ISTEP results. Recently, Caze Elementary saw double digit gains in the lower elementary grades – iREAD scores improved from 60% passing rate in Spring 2012 to 72% passing in Spring 2013, signifying a 12% double digit gain. The school's intentional incorporation of a readers' workshop in SY 2012-2013 has been identified as the reason for the lower elementary improvement (but still lags more than 10 percentage points below the school corporation's passage rate on iREAD-3). Despite the incorporation of this strategy in all other grades, the school continues to lag in ELA achievement across all grade levels. The school planning team has identified the following reasons for the persistently low achievement in ELA: (1) The student day is not long enough to encompass needed interventions and supported student instruction of all subjects; (2) Professional development is unaligned and supporting an array of district inspired programs; (3) Current principal is not able to enter classrooms for evaluation and feedback due to an overwhelming amount of chronic student behaviors; and (4) the high transient student population.

Mathematics achievement saw small increases from 2009 through 2011, but in 2011-2012, there was a drop in mathematics achievement across all grade levels according to state assessment data – close to 4%. Fifth grade teachers attributed work completed on curriculum alignment and professional development regarding backwards mapping to their team's higher levels of achievement. Despite the lagging mathematics achievement across all grade levels, Caze Elementary has not focused targeted efforts in this area for the past school year, focusing instead on literacy and reader's workshop. The school planning team and leadership identified similar reasons for persistently low achievement in math as ELA in addition to: (1) Insufficient math interventions; and (2) Lack of school-wide focus on mathematics achievement.

Discipline has remained a challenge at Caze Elementary. In the 2012-2013 School Improvement Plan, Caze identified the number of referrals as an area for improvement. Despite the focus on student behavior, the number of referrals has gone up from 3.6 discipline incidents per student in 2011-2012 to 4.07 discipline incidents per student in 2012-2013 to date. Furthermore, a look at the discipline incidents by sub-groups reveals an unusual high number of incidents among

male and black students. The school planning team and leadership attributed this to many reasons: (1) Late infusion of the PBIS approach and training; (2) Non-traditional families; (3) ineffective or non-existent adult-student connections; and (4) weak home-school connections.

Caze Elementary reflected during the reflective needs assessment of the grant writing process that parents often attended family events hosted by the school but lacked involvement related to the academics. Furthermore, staff feel a strong committee to ensuring that families remain connected to the school. In a recent survey given to 33 staff members by the current Family and Community Engagement Partner Committee, 33% of staff volunteered at more than 7 events hosted by the school (total events hosted = 12). The remaining staff members participated in at least 2 events. The planning group self-reflected that engagement of parents and families lack academic focus and the school struggles to make home-school connections individually. The group explained the root causes of this to be the following: (1) Parent and family time capacity to focus on child's academic progress; (2) Parents and families lacked the adequate skills to understand academic content; (3) Parents and family may lack the financial resources to actively participate in the school community. Teachers also self-reflected that they may lack the appropriate professional development in understanding cultural differences to adequately and effectively communicate with students' parents and families.

As the team began reflecting upon strategies that they would like to incorporate into their school for the upcoming year to address these surfaced root causes, it became clear that several areas aligned to the transformation intervention model aligned to the school's needs. Specifically:

- *Principal self-reflects that her intense experience in counseling had helped to improve the climate and culture in the building. Specifically, she reflected that it helped to build strong relationships with the current staff in the building – a building that had struggled with teacher retention in the past. Therefore, she knew that instructionally – which is what the planning team concluded was the school's top priority – needed to be addressed directly in the form of additional leadership capacity in this area.*
- *Staff reflected that much of their attention throughout the school day focused on redirecting student behaviors. They also understood the amount of time this one aspect monopolized the time of the leadership in the building – therefore, creating the right school community – one that fostered positivity, respect, and heightened expectations needed to be built.*
- *Staff also reflected that they needed their parents and families as academic partners to create a two-way communication*

channel.

(2) Describe how the model will create teacher, principal, and student change.

Caze's Transformation Plan has been included and demonstrates how the implementation of the Transformational Model will create teacher, principal, and student changed in alignment with the required (and some permissible) elements of this model. See the following pages for the Transformation Plan:

Caze Transformation Plan

Introduction

School Context

Caze Elementary School is located in southeast Evansville in the Harrison Attendance District within the Evansville Vanderburgh School Corporation. With a population of approximately 457 students, Caze is one of the larger elementary schools in Evansville, Indiana serving students in grades pre-kindergarten through fifth grade. It draws its culturally diverse student body from various neighborhoods in Evansville. From information ascertained from focus groups and interviews¹, many of the students arrive with multiple poverty-related needs and complex issues, including high rates of mobility, incarceration of a relative, and community violence.

| PL 221 History | | | | |
|---------------------|----------------|--------------|---------|---------|
| Final PL 221 Status | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | Academic Alert | Not Assessed | | |

Due to a change to spring testing, PL 221 was not calculated for the 2008-09 school year.

With regard to student performance, Caze has been in the lowest category of the PL 221 accountability system for three consecutive years.

Mission Statement

The mission of Caze Elementary School is to develop students who are life-long learners, responsible citizens, and problem solvers. Through a strong literacy and mathematics focus, we will build a strong academic foundation which will support and develop in each child a lifelong commitment to learning. It is the intent of the faculty to lead students towards being disciplined, productive, informed, and fulfilled individuals. To achieve these ideals, Caze has five core values: (1) Be Ready; (2) Be Respectful; (3) Be Responsible; (4) Be Honest; and (5) Be Safe.

Caze Elementary School Profile*

| Students | | Faculty and Staff | |
|--------------------------------|----------|----------------------------------|------------------------------|
| Grades: | PreK – 5 | # of Administrators: | 1 Principal |
| Enrollment: | 476 | # of General Education Teachers: | 21 |
| Black: | 31.9% | # of Special Education Teachers: | 4 |
| Hispanic: | 6.9% | # of Itinerant Faculty: | 0 |
| Multiracial: | 19.1% | # of Coaches: | 0 |
| White: | 39.9% | # of Teacher Assistants: | 3 |
| Asian: | 0.6% | # of Specialized Teaching Staff: | 1 literacy coach |
| Native American: | 0.2% | # of Resource Staff: | 3 Title I interventionists |
| Free/Reduced Lunch: | 87.8% | Other Faculty Support: | 1 counselor, 1 social worker |
| Limited English Proficiency: | 4.4% | | |
| Individualized Education Plan: | 22.1% | | |

*2011-2012 IDOE Compass Data: <http://compass.doe.in.gov/dashboard/enrollment.aspx?type=school&id=8261>

¹ Mass Insight Education's School Readiness Assessment, Caze Elementary.

Required Element: Provide Operational Flexibility and Sustained Support

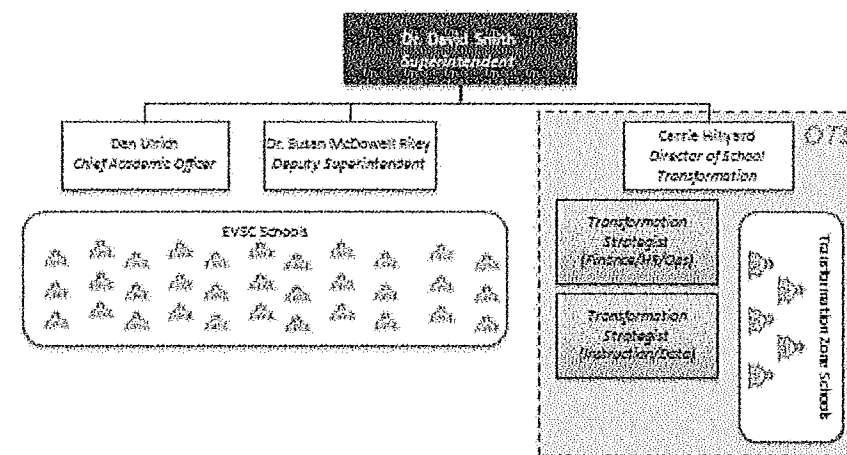
About the Transformation Zone (Intensive Technical Assistance and Support)

Evansville Vanderburgh School Corporation (EVSC) faces a strong imperative to address chronic underperformance in too many of the city's schools, creating systemic solutions to priority concerns. In 2011-2012, nine of EVSC's schools were identified by the Indiana Department of Education as Priority/Tier I persistently-low achieving (PLA) schools, with four additional schools scoring in the second lowest category of PL 221. The district now has the unprecedented opportunity to reverse the status quo in these schools, and EVSC recognizes the need for bold and swift interventions in these schools. With this comes a commitment to provide the most struggling schools with the additional resources and operational flexibility needed to implement innovative reform strategies.

In September 2012, the Evansville Vanderburgh School Corporation (EVSC) embarked on a partnership with Mass Insight Education (MIE) to create an internal partner to manage a portfolio of the district's most poorly performing schools. The partnership has led to the creation of an internal office responsible for the oversight and management—the Office of Transformational Support (OTS). This office oversees, directs, and manages five schools in EVSC: Glenwood Leadership Academy, Lincoln Community School, McGary Middle School, Caze Elementary, and Evans Elementary. Collectively known as the Transformation Zone, these schools represent EVSC's most chronically poor performing schools. The principals at each of these schools report directly to the Director of School Transformation who in turn reports directly to the Superintendent of the Corporation. The OTS is staffed by two Transformation Strategists—each focused upon the improvement of processes and structures for a different functional area: instruction, data, family/community engagement, communications, human resources/staffing, finance, and operations.

OTS Organizational Structure

This initiative aligns with and reinforces the district's overarching mission to prepare all students for success in their chosen colleges and careers. This carve-out model draws heavily upon the success of similar initiatives in Chicago, Philadelphia, Charlotte-Mecklenburg, Baltimore, Los Angeles, Washington, D.C., and New York City, and is informed by the research presented in Mass Insight Education's 2007 report, *The Turnaround Challenge*.



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Mass Insight
Education
Country President

Inclusion in the Transformation Zone is not a punitive measure; rather, it is an exciting opportunity to produce dramatic and lasting improvement in the district's most struggling schools. Transformation Zone schools will benefit from additional discretion and support in exchange for heightened accountability.

The district is prepared to make investments in each of the following areas:

1. Capacity – Increasing capacity internally by investing in school and district staff, and externally by collaborating with partners with a track record of success to provide targeted assistance to schools;
2. Conditions – Increasing flexibility and changing the operating conditions that have hindered past reform efforts; and
3. Clustering – organizing schools into clusters where partners provide comprehensive services individualized based upon the needs of the cluster – similar to how teachers differentiated support in their classrooms

School Transformation Planning Process

The following school transformation plan is the result of collaborative planning efforts of Caze Elementary School combined with best practice research for school transformation. The quick pace required to meet the demands of this grant submission required the quick, thoughtful collaboration of all school partners – in August 2013, the Office of Transformational Support plans to more deeply plan with school leadership teams to formulate a very detailed, action-oriented strategic plan for each school that encompasses each of the required elements posed by the SIG planning process along with a direct plan to streamline district and OTS support for each school.

Upon the grant's release, Caze Elementary invited district and school personnel, students, family members, and community partners to participate in a series of stakeholder feedback meetings. The purpose of these meetings was to inform the school communities about the School Improvement Grant (SIG) process and to begin conversations about our shared vision for transformation and student success. The purpose of the planning process was:

- To diagnose school strengths and areas for improvement;
- To generate ideas and strategies as to how we can accelerate student achievement aligned to the school's areas for improvement.

During the first few meetings, Caze leadership team engaged in a needs assessment using available tools such as its School Readiness Assessment Report², analysis of available school and student data, student leading indicators for 2011-2012 and 2012-2013, and a self-assessment of practices aligned to high performing, high poverty schools. After thoroughly analyzing its data, the team developed three key school priorities which eventually translated to annual goals that were strategic, measurable, attainable, result-oriented, and time-bound (SMART). Caze leadership will continue to refine and expand these goals at a more granular level in August 2013 with the Office of Transformational Support.

Once the priority areas were identified, the Caze leadership team then generated strategies, solutions, and activities in the identified priority and SIG-required improvement areas: (1) teacher and leader effectiveness; (2) instructional and curricular reform; (3) increased learning time; (4) family and community oriented schools. During this process, an acute focus upon the sustainability of chosen reform strategies was sought by the team – what additional resources can supplement to stabilize instruction and climate in our school? What current resources do we already have and could build upon instead of investing in new strategies, solutions, or activities?

During the final stages of submission of this plan to IDOE, the team continued to share drafts and get feedback from stakeholders. School staff and teacher meetings were held to share out the latest drafts and gather input. Evansville's Teachers' Association was also consulted to ensure that strategies and activities identified were ones that historically aligned to best practices from previous SIG implementation processes.

² Mass Insight Education's School Readiness Assessment, Caze Elementary.

Vision for Transformation

The district's Transformation Zone is driven by the central belief that all students, regardless of race or socioeconomic status, when provided with access to an excellent education, can and will succeed. For too long, we have failed to meet the needs of students in our city's most struggling schools. This model, similar to EVSC's Transformation Zone, reinforces its commitment to dramatically improve student outcomes citywide by being creative and thinking outside of the box on how to motivate and create the present culture and climate to one of change and more focused investment on the staff and leadership that can make it happen.

The model represents complete alignment to how EVSC's Office of Transformational Support and Caze Elementary were seeking change for their school. The following shared principles for reform embody the required elements of the transformation model while simultaneously capturing the district's passion for school transformation:

- All students enrolled in Evansville Vanderburgh School Corporation deserve equal access to high quality education.
- Our lowest-performing schools represent our best opportunity to produce dramatic gains in student achievement.
- Rapid and sustainable school transformation requires innovative and comprehensive improvement strategies.
- Community collaboration, communications, and partner engagement are fundamental to achieving and sustaining excellence.
- A high-performing school and district is based on shared accountability and placing the interests of students above all others.
- Strong leadership, quality instruction, effective support structures, and efficient operations directly impact student performance.
- The school community must establish high expectations and strive for continuous improvement in order to achieve educational excellence.
- Teachers and leaders play an integral role in our schools, and we must ensure that all schools are staffed with highly effective teachers and leaders.

This school transformation plan is developed in accordance with the requirements set forth by IDOE. Specifically, this plan is divided into the four required improvement areas: (1) teacher and leader effectiveness; (2) Increasing learning time and creating community-oriented schools; (3) Comprehensive instructional reform strategies; and (4) Provide operational flexibility and sustained support. The plan also addresses the elements required therein:

- New mechanism for school leadership and governance;
- Meaningful use of student and school level data;
- Increased learning time
- Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement;
- Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not;
- Provide high quality, job-embedded professional development;
- Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time);
- Use data to implement an aligned instructional program;
- Provide mechanisms for family and community engagement;
- Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting);

- Sustainability of efforts after the conclusion of the SIG grant period.

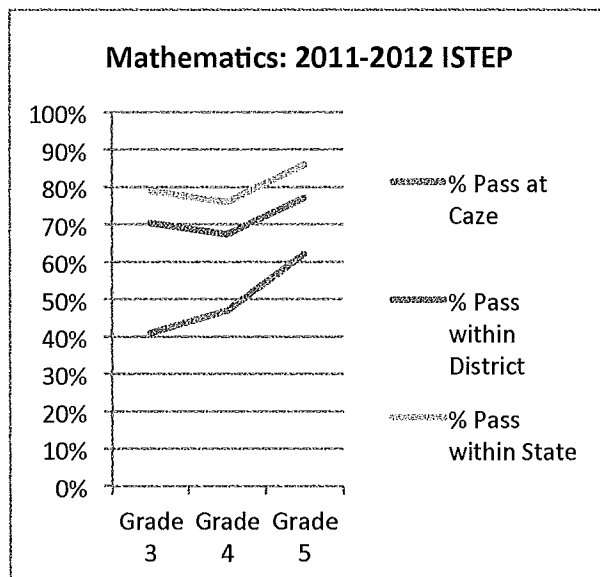
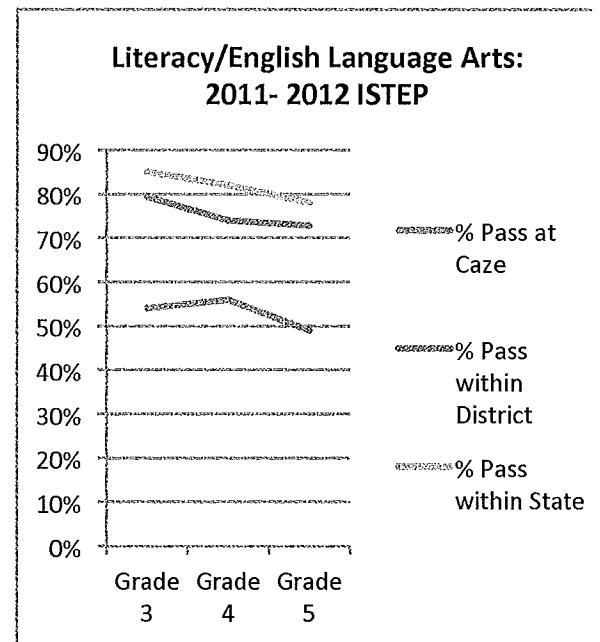
Needs Assessment

This section provides an overview of the most critical needs facing Caze Elementary School. Through an analysis of student data and achievement outcomes, the school community recognizes the most significant needs facing the school and will prioritize those needs in the School Transformation Plan.

Literacy/English Language Arts

ELA achievement at Caze Elementary School has consistently been significantly lower than state and district averages and dipped close to 4 percentage points in 2011-2012 ISTEP results. Recently, Caze Elementary saw double digit gains in the lower elementary grades – iREAD scores improved from 60% passing rate in Spring 2012 to 72% passing in Spring 2013, signifying a 12% double digit gain. The school's intentional incorporation of a readers' workshop in SY 2012-2013 has been identified as the reason for the lower elementary improvement (but still lags more than 10 percentage points below the school corporation's passage rate on iREAD-3). Despite the incorporation of this strategy in all other grades, the school continues to lag in ELA achievement across all grade levels.

The school planning team has identified the following reasons for the persistently low achievement in ELA: (1) The student day is not long enough to encompass needed interventions and supported student instruction of all subjects; (2) Professional development is unaligned and supporting an array of district inspired programs; (3) Current principal is not able to enter classrooms for evaluation and feedback due to an overwhelming amount of chronic student behaviors; and (4) the high transient student population.



Mathematics

Mathematics achievement saw small increases from 2009 through 2011, but in 2011-2012, there was a drop in mathematics achievement across all grade levels according to state assessment data – close to 4%. Fifth grade teachers attributed work completed on curriculum alignment and professional development regarding backwards mapping to their team's higher levels of achievement. Despite the lagging mathematics achievement across all grade levels, Caze Elementary has not focused targeted efforts in this area for the past school year, focusing instead on literacy and reader's workshop.

The school planning team and leadership identified similar reasons for persistently low achievement in

math as ELA in addition to: (1) Insufficient math interventions; and (2) Lack of school-wide focus on mathematics achievement.

School Climate and Safety

| Caze Elementary Discipline Incidents | | | | | | |
|--------------------------------------|--------------------|--------------------------------|--------------------|--------------------------------|--------------------|--------------------------------|
| | 2010-2011 | | 2011-2012 | | 2012-2013* | |
| | Number of Students | Number of Discipline Incidents | Number of Students | Number of Discipline Incidents | Number of Students | Number of Discipline Incidents |
| TOTAL | 119 | 418 | 162 | 584 | 200 | 815 |
| IEP | | | | | | |
| IEP Yes | 32 | 143 | 41 | 194 | 58 | 313 |
| IEP No | 87 | 275 | 121 | 390 | 142 | 502 |
| Gender | | | | | | |
| Female | 31 | 81 | 42 | 123 | 44 | 141 |
| Male | 88 | 337 | 120 | 461 | 156 | 674 |
| Ethnicity | | | | | | |
| American Indian | | | | | 2 | 3 |
| Black | 59 | 213 | 86 | 319 | 98 | 488 |
| Hispanic | 1 | 1 | 1 | 2 | 4 | 7 |
| Multiracial | 38 | 131 | 35 | 137 | 30 | 122 |
| White | 21 | 73 | 40 | 126 | 66 | 195 |
| Lunch Status | | | | | | |
| Free | 104 | 382 | 141 | 508 | 161 | 711 |
| Reduced | 6 | 22 | 5 | 19 | 12 | 26 |
| Paid | 9 | 14 | 16 | 57 | 27 | 78 |

Discipline has remained a challenge at Caze Elementary. In the 2012-2013 School Improvement Plan, Caze identified the number of referrals as an area for improvement. Despite the focus on student behavior, the number of referrals has gone up from 3.6 discipline incidents per student in 2011-2012 to 4.07 discipline incidents per student in 2012-2013 to date. Furthermore, a look at the discipline incidents by sub-groups reveals an unusual high number of incidents among male and black students.

31.5% of students in 2011-2012 missed more than 11 days of school. Therefore, although attendance rates at Caze Elementary are aligned to district averages; chronic absenteeism remains a significant issue.

The school planning team and leadership attributed this to many reasons: (1) Late infusion of the PBIS approach and training; (2) Non-traditional families; (3) ineffective or non-existent adult-student connections; and (4) weak home-school connections.

Family and Community Engagement

Caze Elementary reflected during the reflective needs assessment of the grant writing process that parents often attended family events hosted by the school but lacked involvement related to the academics. Furthermore, staff feel a strong committee to ensuring that families remain connected to the school. In a recent survey given to 33 staff members by the current Family and Community Engagement Partner Committee, 33% of staff volunteered at more than 7 events hosted by the school (total events hosted = 12). The remaining staff members participated in at least 2 events.

The planning group self-reflects that engagement of parents and families lack academic focus and the school struggles to make home-school connections individually. The group explained the root causes of this to be the following: (1) Parent and family time capacity to focus on child's academic progress; (2) Parents and families lacked the adequate skills to understand academic content; (3) Parents and family may lack the financial resources to actively participate in the school community. Teachers also self-reflects that they may lack the appropriate professional development in understanding cultural differences to adequately and effectively communicate with students' parents and families. In the 2013 School Culture and Climate Survey, some key areas of growth determined were:

- Only 66% of Caze families reported having ownership in their child's education, while 48.5% of staff members reported families take ownership in their child's education.
- 71.3% of Caze families reported playing an active role in decision-making at school, while 31.4% of staff members reported families play an active role in school-based decision-making.

These results also point to some varying perception data between Caze staff and families.

Finally, although the school enjoys the title of the full-service community school; there are many elements of the approach that the school has not intentionally focused upon such as a strong Site Council, active management of community stakeholder priorities, and connecting families to the appropriate resources quickly and effectively in order to move a students' academic progress forward.

Goals and School Priorities

As the school planning and leadership team at Caze Elementary took a deep dive into their data, several areas for improvement arose. The group tried to identify trends within those data sets to arrive at several school priorities. These priorities will be the focus of this school transformation plan and guide the direction of Caze Elementary for at least the next three years.

1. Increase math and ELA achievement for all students, particularly those receiving free lunch given more than 80% of this subgroup is not passing on statewide assessment.
2. Improve the school climate and culture.
3. Increase parent and community engagement by developing stronger home-school connections

Given Caze's identification in Fall 2011 as part of the district's Transformation Zone, the school community felt it important to continue its emphasis in transformation as opposed to any other available improvement models. Therefore, the following sections capture how the required elements feed into the achievement of each school priority.

Priority Area #1: Increase math and ELA achievement for all students

Data discussed in the needs assessment clearly illustrates Caze's urgency to focus on ELA and math achievement for all students. Since 2010, ELA proficiency has been below 60% for all grades with 2011-2012 signaling the lowest passage rate since 2008 – only 53.9%. The trend remains similar for math although much more urgent. Mathematics passage rates for ISTEP+ is only 51% for 2011-2012 – representing the same levels as in 2008. Staff and leadership at Caze Elementary understand that this is not the level of achievement that they would like to see from their students and identified a series of specific root causes related to this declining performance in math and ELA achievement of its students:

- Limited capacity and time to provide needed academic interventions
- Unaligned professional development
- Dedicated staff and leadership who has been preoccupied with climate instead of instruction
- Intentionality in literacy instead of both ELA and math
- Professional development driven by the district instead of school-based needs
- Increased enrollment with no change in leadership capacity
- High transient student population

A renewed focus on student achievement and a focus on the root causes that hinder achievement will allow Caze to see the gains that are necessary for students to move toward proficiency. The solutions presented below (and discussed in detailed within each of the required and permissible elements in following sections) allow the school to move past the root causes identified above to focus its academic efforts on this priority area.

Improve teacher and leader effectiveness

- Re-organization of school leadership governance (instructional leader)
- Strengthen professional development (PDS specialist who will provide job-embedded PD; first year mentoring program)
- Increase common planning time (PLCs + planning time + monthly vertical planning sessions after school)

- Electively increase the number of teacher observations per year and tie this to student growth (and teacher incentive)
- Provide mentoring, training, and support for teachers and leadership

Curricular and instructional reforms

- Adaptive programming to supplement ELA and math – needs support staff in order to provide skills based
- Align curriculum resources
- Create shared formative and interim assessment system
- Re-organize support staff to strengthen intervention services (flex person)
- Strengthen the transition of students from pre-kindergarten to kindergarten

Increase learning time for students

- Strengthen after-school tutoring in conjunction with community partnerships and intentional alignment of academic objectives (increase 0.5 FTE in afterschool to 1 FTE)
- Staggered scheduling for instructional support staff
- Hiring of support staff to run adaptive learning sessions

Priority Area #2: Improve the school climate and culture

In its 2012-2013 School Improvement Plan, Caze identified the number of referrals as an area for improvement. Despite the focus on student behavior, the number of referrals has gone up from 3.6 discipline incidents per student in 2011-2012 to 4.07 discipline incidents per student in 2012-2013 to date. Furthermore, a look at the discipline incidents by sub-groups reveals an unusual high number of incidents among male and black students. Chronic absenteeism remains an issue as well with more than a quarter of its students missing more than 11 days of school. Finally, although the staff and faculty are very close and remain positive despite the school's climate, focus lacks among leadership to build a positive school climate and culture in the building. In discussing this during the grant planning process, the Caze team determined the following root causes:

- Inadequate school leadership capacity
- Lack of focus on positive school climate and culture
- Late infusion of the PBIS approach and training
- Access to Tier 2 Rtl Behavioral interventions
- Non-traditional families
- Ineffective or non-existent adult-student connections
- Weak home-school connections

The solutions presented below (and discussed in detailed within each of the required and permissible elements in following sections) allow the school to move past the root causes identified above to focus on developing a positive and welcoming climate and culture to achieve movement in this priority area.

Instructional and Curricular Reform

- Adoption of explicit behavior supports to increase instructional focus of students
 - Adoption of Rtl intervention programs related to behavior (check and connect; why try?)
 - Implementation of Check and Connect and other intervention programs to improve student engagement and behavior (professional development of staff, key person trained – probably Samatha)
 - Implementation of PBIS Approach (fidelity implementation checks; will be done by OTS)

Increase learning time for students

- Decrease chronic student absenteeism (provide personalized early outreach; reward good and improved attendance; reward families; monitor attendance data and reports)

Creating Community-Oriented Schools

- Alignment to school environment and classroom environment best practices (such as AUSL's checklist for positive school environment; monitored by OTS)
- Strengthening adult-student relationships and connections

Priority Area #3: Increase parent and community engagement by developing stronger home-school connections

This plan envisions a close bond between Caze Elementary and the families it serves, one of mutual interdependence and mutual benefit. Research has demonstrated that strong home-school connections can facilitate children's adaptation to school and improve their success in the classroom (Allen 2005). However, in recent years, Caze Elementary has struggled to establish meaningful relationships with families and community members. Inadequate staffing for this endeavor, language barriers, student mobility, lack of parental capacity to assist student/engage in school activities, and inconsistent opportunities for community involvement have all been contributing factors, resulting in a sense of disconnect between home and school. A shared sense of responsibility amongst all stakeholders that impact Caze Elementary is important in its transformational process. For that reason, several strategies related to this school priority will be described in subsequent sections and elements.

Creating community-oriented schools

- Strengthening the school's Full-Service Community Schools approach
- Hire a Family and Community Outreach Coordinator
- Re-organize support staff to strengthen wrap-around services (Lampion, YouthFirst)
- Strengthen parent communication (utilize all forms of social media)
- Provide transportation and childcare services for school academic functions
- Parent education (Parent information and self-help classes)
- Establish a community presence through participation and visibility
- Form partnerships with community partners that will provide wraparound health, mental, and physical services to our students and their families
- Increase the number of events hosted at the school

Governance

Overview

The transformation process at Caze Elementary School, Lincoln Community School, Glenwood Leadership Academy, Evans Elementary, and McGary Middle School will be managed by an internal unit called the Office of Transformational Support. In the fall of 2012, Caze will identify a co-principal for this building whose primary role and responsibilities will focus upon instruction in order to deal with the urgent needs of the school to address persistently-low ELA and math achievement. He/She will be supported by an Instructional Leadership Team and four other faculty leadership committees. The distributed-leadership governance model is detailed in this section and showcases the reciprocal obligations between district and school personnel and other members of the school community.

District-level Governance

Office of Transformational Support

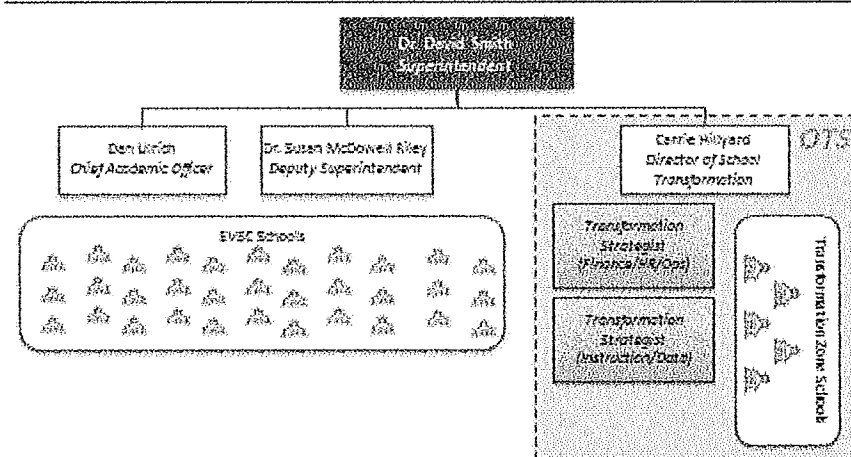
In September of 2012, EVSC launched the Office of Transformational Support (OTS) and the Transformation Zone. This new unit is designed to oversee and coordinate the district's school transformational efforts and provide targeted, flexible assistance to schools with the greatest need. The OTS's mission is to dramatically improve student outcomes in Providence's lowest performing schools and inspire district-wide innovation and reform. The OTS achieves its mission by performing three core functions:

1. School Support: Supporting schools as they pursue innovation and sustainable reform strategies.
2. Performance Monitoring: Monitoring progress made and outcomes achieved in the Transformation Zone schools.
3. Community Engagement: Engaging partners and community members in the school transformation process.

Traditionally, district central offices have had limited capacity to address the needs of their lowest-performing schools, and most districts are not structured in a way that is conducive to this type of work. District systems and school interactions typically emphasize standardization, service delivery, and compliance monitoring.

This light-touch and homogeneous support structure will not transform struggling schools. Therefore, the OTS's design represents a unique case management approach whereby the OTS will maintain a regular presence in the Transformation Zone schools. OTS staff will ensure that the TZ Schools are prioritized not only in talk, but also in action. The OTS will serve as schools' main point of contact with EVSC and will coordinate all central office services for these schools by streamlining supports from

OTS Organizational Structure



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multiple offices instead of creating additional bureaucracy. The OTS's support structure will create a "club you want to join" with tangible benefits for low-performing schools, rather than a punitive framework.

As part of the district's broader transformation strategy, EVSC has created an internal unit to hold "itself" accountable to results for these schools. This sustainable model not only allows for the district to pilot innovative approaches and frameworks, but allows one unit to directly focus upon the transformation of EVSC's persistently lowest performing schools. The OTS is defined by four overarching responsibilities:

1. **Accountability.** The OTS is held accountable for rapid gains in student achievement.
2. **Authority.** The OTS assumes decision-making authority on school staffing, time, budgets, and programs.
3. **Comprehensive services.** The OTS provides core academic and student support services directly or by aligning the services of other programs and supporting partners, who are on subcontracts with the OTS or TZ schools, and builds internal capacity within the schools and by extension, the district.
4. **Embedded, consistent school presence.** The OTS maintains an embedded, consistent, and intense relationship with the school(s), requiring a presence in each school three days per week during the transformation period.

The OTS will provide targeted support in key functional areas, including offering services that the district does not have the time or expertise to provide.

School Governance

Based on the findings in the Comprehensive Needs Assessment, it was determined Caze Elementary will benefit from the addition of a co-principal. In this approach, Caze Elementary will supplement the development of two key school priorities – student achievement and climate. One transformational leader will lead instruction while the second will focus on stabilizing and creating a positive school climate and culture. Caze is currently recruiting for a new building co-principal. Please reference the Appendix Section for the transformation principal job description. It is important to note that the requirements and competencies of a transformation principal are unique. He/She must exhibit achievement, commitment, leadership, communication, confidence, persistence, creativity, and strong problem-solving ability.

The principles of collaboration and partnership undergird OTS's staffing and management model. Central to this is the idea of distributed leadership. This concept is perhaps most pronounced at the school level. TZ schools will employ a distributed leadership model to help govern school activities and frame the decision-making process. OTS staff members will be available to support and guide school leaders and faculty members in this effort. This approach to school leadership and governance acknowledges that schools cannot rely on a single, heroic leader; rather, all members of the school community are, in part, responsible for the success of the school. As Alma Harris and James Spillane explain in a *Management in Education* article, "Distributed leadership is not a panacea or a blueprint or a recipe. It is a way of getting under the skin of leadership practice, of seeing leadership practice differently, and illuminating the possibilities for organizational transformation."

TZ schools will explore and implement a distributed leadership model. Caze has chosen to continue this practice at the school. The committees are made up of school administrators, faculty members, staff, parents, community partners, and students (if/when appropriate). The purpose of these committees will be to create a structure and process that is conducive to community involvement and shared accountability. All faculty members will be asked to participate on at least one committee. Individual committees may choose to create subcommittees, as needed. Below, please find a summary of this committee structure. As a school administrator will sit on each committee, each committee will hold decision making authority for specific programs and projects.

Academic Leadership Team (ALT). The ALT will serve as the school's main governing committee and will be chaired by the co-principal responsible for instruction and data. The ALT will have five supporting committees (detailed below); team leaders for each grade level or content area will also serve on the ALT. The ALT will support and drive all components of the school improvement plan and monitor its progress. Overall school level data will be analyzed on a rotating basis by this group to ensure that adequate actions are being taken by all other instructional and climate committees such as RtI and PBIS. All major school decisions such as changes to calendar, scheduling, and staffing will be made with the input of this committee.

Data Committee. The Data Committee will be co-chaired by the co-principal of instruction and the Professional Development Specialist. The team will be responsible for looking at grade level and school level trends related to TRC, DIBELS, Acuity, ISTEP+, and iREAD3. In addition, team will also look at behavior data sets from time to time or at the recommendation of the PBIS committee. Data will be synthesized to identify the specific topics needed for grade level or content area professional development. The PD Specialist will be responsible for addressing PD needs arising from this committee for individual teachers, grade levels, or content areas as needed and required.

Positive Behavior Intervention Systems Committee. The PBIS Committee, chaired by the co-principal of climate and culture, will help to create and maintain a safe and orderly environment. Initially, this team will play an integral role in building a sense of community and establishing high expectations for all community members. This committee will support the implementation of the school's behavior management system. This committee will also foster a harmonious culture and climate among staff members.

Family and Community Engagement Committee. The Family and Community Engagement Committee, chaired by the Family and Community Outreach Coordinator, will develop opportunities for meaningful family and community involvement. This committee will promote transparency and ongoing communication with stakeholders. This committee will work with community partners and volunteers to provide for students' and families' social-emotional needs. The Family and Community Engagement Committee will work closely with the school's Parent-Teacher Organization. Additionally, this committee will work to address needs for parent education in an effort to ensure parents and family members are given the adequate education and skills to assist their children with their academic experiences.

Required Element: Develop Teacher and Leader Effectiveness

Overview

Caze Elementary will be led by a co-principal team beginning in Fall of 2013. One co-principal will focus upon establishing a positive and collaborative professional tone while the other will work to ensure instructional excellence and staff development. Strategies designed to improve teacher and leader effectiveness will focus on improving instruction and personalizing professional practice. A significant number of Caze's faculty and staff participated in the planning process and have already committed to improving their professional practice in order to increase student achievement.

Staffing and Recruitment Strategy

EVSC, the Evansville Teachers' Association, and OTS understand the immediate and different needs that Transformation Zone schools such as Caze Elementary have in regards to recruit, selection, assignment, development, evaluation, and retention. OTS launched a robust and aggressive recruitment and selection campaign for the Zone schools in partnership with EVSC's Department of Human Resources.

Based upon research from The New Teacher Project and Public Impact, OTS identified the key competencies that staff successful in transformation environments possessed to create a customized job description for key staff positions. Simultaneously, in the spring of 2013, OTS in collaboration with ETA, launched a campaign to inform existing staff in TZ schools about these identified competencies and possible changes to schools for SY 2013-2014. Based upon these presentations, current staffs in TZ schools were given the option to remain in their current position or transfer to other open positions within the district. All staff that opted into remaining in their positions was required to complete and pass the TZ Team Training Academy (see rubric for passage, agenda for two day training). The Training brought together all TZ teachers for an opportunity for professional development based upon Doug Lemov's *Teach Like A Champion*. Teachers shared overwhelming positive response to the professional development opportunity itself.

After the Training Academy, all vacancies for TZ schools were identified. In March, TZ principals then began a process of mutual consent to hire recruits into their respective schools. TZ principals received training from OTS on school-based competency-based hiring tools created. Candidates were screened first by OTS based upon these competencies before being referred to individual schools for final review. OTS continues to work into Summer 2013 to ensure all vacancies are filled by the start of the school year 2013-2014.

| Timeline | District-Wide HR Process Benchmarks |
|------------------------|--|
| January 2013 | Phase I: Identification of vacancies and displaced teachers <i>Special consideration to not always eliminate staff for enrollment purposes.</i> |
| February 2013 | Phase II: Tenured/Probationary teacher match process <i>Match process did not apply to TZ schools.</i> |
| February 2013 | Phase III: New Hire Posting <i>Only done this early for TZ schools. All other schools were posted in March-April 2013.</i> |
| March 2013 – June 2013 | Phase IV: Competency Based Hiring <i>Competency based selection process is only being used in TZ schools.</i> |

Educator Evaluation and Support

All Transformation Zone Schools understand the need for ongoing formal and informal educator observations. The purpose of these observations are to ensure that the schools maintain a high caliber of instruction, monitor fidelity in implementation of the schools' academic programming, and provide target supports to staff based on individual and aggregate observation data. TZ schools including Caze Elementary will implement in its first year the EVSC Observation and Evaluation Tool and Process.

In the Fall of 2014, EVSC will adopt a new teacher evaluation and development process that will include new rubrics, a refined observation process, and a comprehensive compensation structure tied to teacher performance and goals. The model is currently being developed by a team of master teachers, ETA staff, and district central office staff. ETA nominated no less than two teachers to be placed upon each sub-committee during this process to ensure that there is significant teacher, union, and district collaboration. There are three core principles that will underlie this model: 1) Educators must demonstrate on-going growth and improvement; 2) Educator evaluations must be based on multiple measures; and 3) Educators must receive meaningful feedback and support in order to improve their practice. Additionally, beginning in the 2014-2015 school year, the district will implement the full evaluation model to scale across the district to align with state statute and develop a more effective tool to use as a catalyst for staff growth and development. The new model in development is based upon Indiana's RISE evaluation system, Charlotte Danielson's Framework for Teaching, and other best practices within Indiana such as Washington Township.

Educators will be evaluated and observed according to the following five domains in Year 1 (the domains will most likely shift for Y2 and Y3 but have not been determined to date):

| Domains | Related Competencies for Observations |
|--|---|
| Instructional planning preparation and content | <ul style="list-style-type: none">• Lessons are data driven• Lesson plans reflect standards• Lesson plan varied based on students' learning styles• Lesson plan appropriate planning• Lesson plan incorporate technology• Assignments completed in a timely manner |
| Student assessment and evaluation | <ul style="list-style-type: none">• Variety of assessments• Maintains accurate records• Feedback provided to students and parents |
| Instructional strategies | <ul style="list-style-type: none">• Communicates objectives• Models effective language• Sets high expectations• Instructional strategies varied• Pacing allows for critical thinking• Differentiates instruction |
| Classroom management and climate | <ul style="list-style-type: none">• Positive teacher-student rapport• Monitors students' behavior communicates with parents• Establishes classroom expectations• Engaging physical environment |
| Personal and professional attributes | <ul style="list-style-type: none">• Professional development• Contractual obligations• Abides by law• Maintains cooperative relationship• Professional appearance |

The building leadership will use the results from observations and evaluations to make recommendations for professional development along with specific next steps for teacher development following each observation. This will allow the teacher to connect with other resources in the building such as coaches and PD specialists to get the needed professional development.

Administrator Evaluation

Administrators will also be evaluated on an on-going basis. EVSC has a current administrator evaluation tool. Prior to the start of the school year, every administrator will establish a Professional Growth Plan and establish school-wide Student Learning Objectives. During the first semester, administrators will participate in two evaluator visits and receive feedback on those evaluations. In January, administrators will participate in a mid-year conference to review and discuss progress. During the spring semester, administrators will participate in two additional evaluation visits. In June, they will participate in an end-of-year conference to reflect on the year and establish goals for the following year. Building administrators will be evaluated by the Director of School Transformation.

Professional Development

Overview

Currently, professional development at Caze Elementary is not tailored to the specific needs of the school community. To address this, Caze Elementary is slated to hire a Professional Development Specialist through its Title I funding allocation for SY 2013-2014 to address the differing instructional development needs of teaching staff. Ideally, this person will lead and support the development of teachers within the Professional Learning Communities happening in the school already along with the school's Title I Coach. With the stronger focus on teacher observation at Caze Elementary, the leadership team will be able to collect school-wide trends regarding professional development. The PDS specialist will be responsible to create customized, differentiated PD offerings for all staff. Finally, OTS has chosen to partner with The New Teacher Project to provide much needed leadership and instructional support staff coaching. This supporting partner will provide intensive one-on-one support to building administration regarding observation and coaching.

Teacher Development and Support

Teachers will be supported by a variety of leadership team members – their grade level team leaders, co-principals, and PD Specialist. These individuals will lead school-based PD who will focus on both job-embedded and stand-alone delivery of professional development.

Strengthened in their own skill sets by development support by the New Teacher Project, each of these leadership team members will support the development of teachers in different ways. The co-principals will use current EVSC teacher observation rubrics to conduct frequent informal and formal observations of staff. The process will acutely focus on the development part of teacher practice – in other words, these observations and debrief will focus upon the action steps that a teacher can take immediately to improve practice in the classroom. (Leadership will be coached individually in this area – explained in the following section under Leadership Coaching and Development.)

The PD Specialist will lead the professional development of teachers. This individual will focus upon job-embedded professional development for teachers based upon feedback from co-principals. This individual will also provide school-wide professional development to teachers and manage the New Teacher Mentoring program described below.

The Title I Coach will be responsible for leading individual teacher Professional Learning Communities. This individual along with PLC leaders will assist teachers in maximizing this time to analyze student data, developing individual plans as needed, and follow up on data synthesized and analyzed by the RtI committee.

In addition, this individual will lead strategies related to curriculum mapping and assessment development within the building that is discussed in more detail in the following section: Curricular and Instructional Reform. Finally, this individual will work in collaboration with the PD Specialist to deliver any school-wide professional development if additional capacity is needed.

Topics identified by the school planning team as needed areas for professional development include:

- RtI Tier I intervention implementation (differentiated instruction)
- Using data to drive instruction
- Varied instructional strategies
- Incorporation of blended instruction into the classroom through adaptive programming
- Reader's workshop
- Adopted behavior intervention programs such as Why Try? and Check & Connect
- Home-school connection (which will be also provided by the Family and Community Outreach Coordinator – explained the section highlighting “Creating Community-Oriented Schools”
- Effective Professional Learning Communities
- Managing student behavior
- Strong classroom routines and procedures

Finally, the OTS will provide Zone-wide professional development opportunities for teachers. The OTS will aggregate teacher evaluation data across all 5 TZ schools to ascertain Zone wide PD needs in order to provide Train-the-Trainer professional development for key PD staff (such as the Title I Coach, PD Specialist, and Co-principal of instruction at Caze Elementary). The professionals described below will make up the team providing professional development and services to Caze Elementary in the Fall of 2013:

- **Carrie Hillyard.** *Carrie Hillyard serves as Director of School Transformation for EVSC's Transformation Zone. Prior to this position, Carrie had previously worked in positions of Director of Title I, Elementary and Middle School Principal, Curriculum Facilitator, and Classroom Teacher and has supported successful implementation of Transformational School Improvement Models at the district level. Carrie's work and higher education focus has been dedicated to serving students low SES schools. Carrie is a Ph D Candidate in the Transformational Urban Leadership program at Indiana State University. She also has a Master's Degree in Curriculum Studies and Administration License from Indiana University, where she focused studies around the areas teacher efficacy, leadership, and culturally-relevant instructional practices. While at Indiana University, Carrie also worked as an advisor to pre-service teachers, a consultant leading integrated curriculum design with middle and high school teacher teams throughout Indiana, and taught master's level coursework in IU's Transition to Teaching program.*
- **Shannon Strieter.** *Shannon Strieter serves as Senior Transformation Strategist for Instruction and Data Management with the Office of Transformational Support within the Evansville-Vanderburgh School Corporation. Prior to this position, Shannon was a seventh and eighth grade English teacher, consistently producing positive student growth. Shannon then worked as an Achievement Coach then Professional Development Specialist at a high-need school that demonstrated significant climate and academic growth during her time there. Additionally, she performed the duties of a TAP Master Teacher during the initial year of TAP in the school and in the entire state of Indiana.*
- **Dawn Greene.** *Dawn Greene serves as Senior Transformation Strategist for Human Resources, Finance and Operations with the Office of Transformational Support within the Evansville-Vanderburgh School Corporation. Prior to this position, Dawn was Principal for a high school that served emotionally challenged, high poverty residential students, and consistently produced positive student growth and successful transitions into least restrictive settings. Dawn then*

worked as a district leader supporting school improvement and achievement through providing alternative educational settings. Additionally, Dawn has served on district and regional boards supporting financial literacy and human capital empowerment within schools.

- **Ami Magunia.** Ami serves as the district's engagement manager from Mass Insight Education. Prior to joining Mass Insight, Ami has served in a variety of roles related to teacher and leadership development in both consulting and district roles. The majority of Ami's experience stems from Baltimore City Public Schools where she enjoyed years as a classroom teacher in a high poverty school (resulting in student growth of more than 1.5 years for the majority of her students every year); a training and resource manager directly training and supporting close to 400 of the district's new recruits every year. Her most recent involvement as a leadership coach in Indianapolis Public Schools resulted in the development of multiple building administrators and the school's eventual dramatic increase in the state's A-F accountability system (school progressed from F to B status).
- **Michael Contompasis.** Michael recently retired after two years as Superintendent of the Boston Public Schools. Previously he served as the district's Chief Operating Officer from 1998 through 2005. Before moving to a district leadership role, Mr. Contompasis was the Head Master of Boston Latin School, the state's top performing 7-12 secondary school, where he was honored as a Milken Educator in 1997. From 1996 to 1998, he also served as a cluster leader overseeing and mentoring the principals of ten K-12 schools in the district. He began his career in education as a Biology teacher in 1966. He was presented with a Distinguished Service Award by the Council of Great City Schools in 2006. Mr. Contompasis currently serves as an unpaid advisor to the Mayor of the City of Boston in addition to his role as Senior Field Consultant for the School Turnaround Group.
- **Chris Maher.** Chris is the Vice President of Field Engagements for the School Turnaround Group at Mass Insight Education. In addition to experience as a nonprofit and school district executive, Chris has served as a principal, teacher and public school advocate. Prior to joining the STG, Chris was the Deputy Chief Academic Officer of Friendship Schools in Baltimore, Maryland. Chris has a M.P.A from New York University, and a Graduate Certificate in Supervision and Administration from the Johns Hopkins University School of Education. He received his B.A. from the College of Wooster.

New Teacher Mentor Program

Caze Elementary plans to identify a mentor teacher for each first year teacher hired to the building. The mentor must be an experienced teacher of more than three years with proficient or exemplary performance ratings (along with solid student growth evidence for the past 2-3 years) who will receive a stipend for their time. Mentors will be released at least once per month to work directly with the new teacher which may include coaching sessions, observation and debrief, or individual one-on-one mentoring. The new teacher must agree to 4 observations for the school year – 2 formal observations and 2 informal observations for feedback. The final evaluation will be completed by one of the co-principals and will mark the end of the teacher's mentoring year.

Leadership Coaching and Development

OTS, in collaboration with Caze Elementary, has chosen to partner with the New Teacher Project to ensure that the co-principals, PD Specialist, and Title I coach are capable of executing the teacher development and coaching pieces outlined above. Leadership coaching will encompass the following activities:

- Implement school-based coaching for administrators focused on generating accurate teacher performance ratings and high quality, actionable feedback for teachers that gives them concrete guidance on how to improve.

- Support school leaders in ensuring critical data exists to demonstrate teacher perception regarding the instructional culture in their schools and direction for how to act on that data to strengthen culture.
- Increase school leaders' proficiency in giving clear, actionable, and timely feedback to teachers on their performance.
- Conduct school-based performance management trainings for school leaders to norm on the district's evaluation rubric, and train them in best practices such as utilizing critical teacher performance and student outcomes data to drive teacher development.

Instructional leadership coaching is an attempt to build sustaining capacity in the building and will include the following activities:

- Co-facilitate teacher development sessions that leverage best practices.
- Implement on-site development for instructional leaders to practice in-class coaching strategies with teachers, prepare for debrief conversations, and use performance data to identify key levers that are most likely to increase teachers' overall performance ratings.
- Provide practice-based curriculum and coaching for school leaders to use with teachers aligned to development areas identified using real-time teacher performance data.

In the first year, it will focus on the co-principals, PD Specialist, and Title I coach. In subsequent years, the supporting partner will develop at least 2 mentor teachers within the building to ensure sustained capacity in the building after the grant period and provide a natural school-based pathway for effective teaching practice.

Teacher Retention and Rewards

To reward effective instruction in the classroom and promote retention, Caze Elementary aims to provide two strategies through this grant. At the end of the first year of the grant cycle, all teachers who plan to remain at Caze Elementary will be provided \$1000 for classroom kits – teachers will be able to use these monies to purchase resource items for their individual classrooms. In addition, any teacher retained in its first year will be distributed a retention bonus of \$500 (payable in September in the subsequent year).

Finally, starting in SY 2014-2015, the district will move to a new evaluation system with an accompanying compensation model that will incorporate pay for performance metrics related to student growth on state wide assessments and other district level tests. Therefore, for the first year of this grant, Caze Elementary has chosen to disburse reward based on student growth in the form of additional classroom kit monies – an additional \$10,000 in classroom kit monies will be distributed to teachers based upon their student growth indicators. It is important to note – similar to the compensation model currently that all teachers will receive the \$1000 described above with the growth reward resulting in additional monies for classroom expenditure for SY 2013-2014.

Required Element: Comprehensive Instructional (and Curricular) Reform

Overview

Caze's instructional and curricular reform centers around the intention alignment of existing (and newly created) EVSC curriculum resources, blended instruction, and specific behavior and academic supports. Caze Elementary understands the urgency to address the 46% of its student population that has been identified as needing Tier 2 or Tier 3 academic interventions. The school planning team also found that, in order to do this, teacher leaders and teams will need to spend significant time thinking about the alignment of curriculum and assessment with student data and the effective integration of intervention periods into the school schedule.

Curriculum Alignment and Implementation

Recently, EVSC has created a series of new curriculum maps related to core content areas to ensure a guaranteed and viable curriculum for students. These maps include pacing recommendations, connections to digital content, and sample formative and summative assessments. The district built this with teacher and school leadership input – aligning outdated curriculum from prior years to Indiana state standards and the Common Core State Standards (where applicable). Due to the fact that the OTS supports the use of a centralized curriculum and the high mobility of students throughout the school corporation, all TZ schools will adopt full implementation of the district's new curriculum maps and accompanying resources. This ensures the learning experience for students remains consistent across the school corporation and protects mobile students from gaps in content.

In the school planning process, teachers revealed that their initial review of the maps did not address the unique needs of the student population at Caze Elementary. Therefore, a first step will be for a teacher team at each grade level to meet prior to the start of SY 2013-2014 to develop a Caze specific curriculum map for each grade level in English/Language Arts and mathematics. The teams also plan to develop assessments during that time described in detail below.

Teachers will use their common planning time to share best practices for instruction to further develop unit and lesson plans. That way, Caze Elementary, will build a library of rich instructional materials that can be shared across classrooms, Zone schools, and even the district. The resources and tools aligned to EVSC's curriculum maps are living documents editable by all teachers within EVSC. The resources and tools developed by Caze teams will be included as part of those documents. This aligns to the district's, OTS, and Caze's spirit of collaboration – across the Zone and with the district.

Finally, one co-principal will perform regular classroom observations to ensure that the curriculum is being implemented with fidelity. These walkthroughs will also inform areas where the school needs to develop additional curricular materials and tools for teachers or the creation of specific professional development modules by the Title I Coach or PD Specialist.

Transition into Blended Instruction

As new instructional tools (curriculum maps, lesson plans, etc) are developed and adopted by grade level teams, Caze Elementary teachers plan to focus their attention on blended instruction. The school planning team intends to incorporate existing licenses from digital content providers such as Compass Learning to increase student learning time, provide additional remediation, and assist teachers in developing a blended instructional model in their classroom.

The e-learning coach will supplement these efforts to ensure that push-in support is available to teachers during common planning times and also within classrooms to support these efforts. This person will also be responsible to identify digital content aligned to teacher needs, student needs, and the re-aligned curriculum.

Finally, this person will lead an adaptive learning module for students to increase learning time (more information in subsequent section – Increase Learning Time).

Using Data to Drive Instruction and Assessment Alignment/Development

EVSC is a data rich environment – teachers have access to data dashboards that provide data on DIBELS, TRC, Acuity, ISTEP, and other assessment information. Additionally, EVSC is currently developing accompanying summative assessments to align to the newly finalized ELA and math curriculum maps. These assessments will be available to all EVSC schools by Fall of 2013. However, the district currently lacks more granular formative assessment that ensure student is making progress to specific check-points such as Acuity, ISTEP+, and iREAD3.

Caze Elementary teachers intend to collaborate this summer to develop more formative assessments to use throughout the year to monitor student progress. This ensures that robust data will be available on a granular level to better understand root cause when students aren't mastering objectives and standards in accordance to aligned curriculum. Furthermore, the school planning team wanted to ensure that additional teacher days were built in at various points within the school year to ensure that adequate time was spent discussing data to drive instruction. Currently, Caze Elementary teachers use PLC time to discuss these trends, and they plan to continue that practice. The newly created formative assessment will only provide more information to diagnose specific student needs to drive needed Rtl interventions as needed or afterschool programming.

In subsequent years, EVSC plans to move to digital assessment systems; therefore, Caze does not want to expend the funds to incorporate blended learning adaptive assessment modules at this time.

Academic and Behavioral Supports

Academic Supports

In order to implement a rigorous academic program, teachers and students require additional supports – currently, Caze Elementary has identified that approximately 46% of its student population requires Tier 2 and 3 academic interventions. Teaching staff does believe that after 2 years of intensive intervention support through this grant funding, this will be addressed and efforts could be scaled back. With dollars provided in years one and two, the school planning team intended to purchase 1-2 more Rtl academic intervention programs.

However, for the immediate future in Y1 and Y2, Caze Elementary needs 3 full-time intervention specialist personnel. These persons are currently funded through Title I dollars – and – their work this year has been one of the factors to the double digit gains the school experienced in lower elementary reading. In addition to that needed resource, the Caze school team felt it equally important that 1 additional interventionist be hired to ensure that revolving groups could be pulled and/or substitute coverage could be provided to interventionist for professional development activities to ensure continuity of services.

The following summary provides a brief overview of the role and responsibilities of the interventionist coordinator and the interventionist:

- **Interventionist.** The interventionist will support classroom teaching and work collaboratively to implement math and ELA instructional strategies and data-driven interventions to improve student achievement. The interventionist will review data to assess the strengths and needs of students and communicate these to classroom teachers, parents, and specialized personnel such as psychologist, special educators, or speech teachers. The interventionist will provide student support and professional development as identified by the school community. He/she will work closely with the

co-principals to providing update on student progress and teacher training needs based on student outcomes.

- **Interventionist Coordinator.** The Coordinator encompasses all of the roles and responsibilities of the interventionist above but will not be responsible for scheduled interventions. Instead, this person will pull additional groups as needed to supplement all of these efforts. The person hired will coordinate scheduling, ensure coverage for all interventions on a daily basis, and work with teachers to identify any additional needs such as professional development or push-in intervention support during normal classroom intervention.

The school planning team has also elected to create a staggered schedule for this group of support staff to ensure that intervention groups can start as soon as children first arrive at school which will add increased learning time for the students who need it most by 30-40 minutes multiple days a week.

Behavioral and Climate Supports

The learning environment and culture is equally important as the strength of the instructional program. Therefore, Caze aims to address its priorities related to climate and culture through the integrated approach on the classroom level. Specifically, the following behavioral supports:

- **Continued implementation of PBIS**
 - Caze must ensure an equitable and supportive behavior management system in order to create a positive school climate and culture – in each classroom and the entire building. Caze has already begun the implementation of Tier I PBIS supports in SY 2012-2013, but the initiative requires greater fidelity in its implementation and the incorporate of various Tier 2 intervention support programs. The co-principal responsible for climate and culture will work closely with teachers to provide in classroom coaching to develop the teacher's use of management strategies and positive reinforcements for student behaviors.
- **Adoption of RtI intervention programs related to behavior**
 - **Why Try?.** WhyTry? provides tools to help students change patterns of failure and indifference and develop motivation to reach goals. It will be used to assist Caze's elementary population to deal with increasing challenges at home, at school, or with peers.
 - **Check and Connect.** Check & Connect is a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of Check & Connect is to foster school completion with academic and social competence.

Strengthening Grade Level Alignment and Data-Driven Instruction

Caze teachers also see a need to align planning not only across grade levels but vertically. Teachers would like time after the work day to vertically plan content together. Vertical planning will allow teachers to understand how standards in previous grade levels connect to other grade levels in order to make more meaningful connections in their classroom. This will also ensure that there is more effective integration of Caze's early childhood program into student transition to kindergarten.

The school planning team also wanted to ensure to include funding to allow for 3 additional professional development days to look at data. These focused, data-drive days would allow teachers to deeply understand where they students are in order to more effectively begin the process of unit planning customized for their classrooms needs.

Required Element: Increased Learning Time and Community-Oriented Schools

A growing body of research suggests that schools must increase instructional time for students and collaborative time for teachers. The needs assessment reveals significant gaps in students ELA and math proficiency that can only be addressed through additional time on task. Caze Elementary will modify the existing daily schedule, leverage partnerships with community organizations, and provide enrichment opportunities for students. Additionally, Caze will create opportunities for teachers to engage in common planning time.

Staggered Scheduling of Support Staff

Caze understands from lesson learned from other schools participating in the SIG grant process that it is imperative to think about increased learning time in a sustainable manner. It is for that reason that the school opted to incorporate staggered scheduled instead of accommodating increased learning times through a modification of the daily schedule.

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|-------------|------------------------|------------------|------------------------|--------------|---------------------------|--------------|
| 7:30-8:10 | Intervention | Intervention | Intervention | Intervention | Intervention | Intervention |
| 7:55-8:10 | Community | Community | Community | Community | Community | Community |
| 8:10-8:50 | Reading | Reading | Reading/Writing | Reading | Writing/Intervention | Intervention |
| 8:50-9:30 | Reading | Reading | Reading | Reading | Writing | Plan |
| 9:30-10:10 | Read/Dr.Cupp | Read/Writing | Read/Math | Read/Writ | Plan | PLC |
| 10:10-10:50 | Intervention | Writing | Math | Plan | PLC | Reading |
| 10:50-11:30 | Lunch/Recess/Lunch/Rec | | Math | PLC | Reading | Reading |
| 11:30-12:10 | Writing | Math | Lunch/Recess/Lunch/Rec | | Reading | Math |
| 12:10-12:50 | Math | Math | Plan | Intervention | Lunch/Recess/Lunch/Recess | |
| 12:50-1:30 | Math | Plan | PLC | Math | Math | Math |
| 1:30-2:15 | PLC | PLC/Intervention | Intervention | Math | Math | Writing |

As is evidenced by the schedule above, each grade level receives targeted interventions every period. Furthermore, the following staff members will report on a staggered schedule with some starting at 7:30am (when students are dropped off by transportation and parents). This will assist with increasing the learning time for groups of students and maximize the students school day.

- E-learning coach – will pull adaptive learning groups both before and after school (identified by the Rtl committee or upon teachers request)
- Differentiated Instruction Coach – Will model and provide coaching and PD for interventionists and other staff to ensure successful Tier II and Tier III Interventions; Will model and provide embedded PD for classroom teachers to ensure successful core differentiated instruction happens in Tier I; Will be responsible for the management of interventions and ensure impact on student learning; Will also pull three different groups throughout the week (before school) and utilize these groups as a lab setting to model successful intervention strategies.
- Interventionists – report on a staggered basis to start school a little later in order to pull intervention groups after school to supplement the afterschool program

Afterschool programming

Caze hopes to increase funding for its Afterschool coordinator to ensure that the individual can support the following academic programs after school in addition to the additional support that will be offered with the staggered scheduling of support intervention staff described above:

- After school academic enrichment – 5 days a week, 40 weeks per year after-school programming led by community partners and teacher targeting contextualized learning and serving 20-30% of the student population (approximately 100 students)
- After School Academic Interventions – 3 days a week, 30 weeks a year of teacher-delivered literacy and math small-group intervention programs serving 30% of students struggling with proficiency in reading, writing and math (approximately 90 students).

The increase of the afterschool coordinator to a full-time position also affords this individual to participate in common planning time with teachers in order to ensure the full alignment of afterschool programming with needs identified by teachers and staff. Furthermore, it ensures that this person could also add capacity to pull additional intervention groups as needed and directed by the Intervention coordinator.

Creating Community-Oriented Schools

Overview

Caze serves a large population of students coming from diverse backgrounds with a wide variety of social emotional needs. Many of the students' families would benefit from wraparound services that would enhance their ability to be active participants in their child's education. The launch of the TZ this upcoming school year affords Caze to rethink how it is addressing the needs of the whole child by providing academic and non-academic supports. Caze will achieve this goal by fostering a positive school culture and climate that ensures every student is in school and ready to learn (discussed in the previous section – instructional and curricular support). The school will also meaningfully engage parents and community members.

To that end, this plan includes opportunities for increased parent involvement to help strengthen Caze's existing full-service community services model approach. Currently, the school is not adhering to best practices related to the approach, and this upcoming school year, the school intends to shift its focus on the intentional alignment of academic and non-academic services. Caze will take a strategic approach to reaching all stakeholders to ensure that the school is on track to meeting its reform goals. Efforts to improve communications and community engagement will be spearheaded by Caze's Family and Community Outreach Coordinator (person to be hired for SY 2013-2013 if grant is awarded). He/she will design and execute a robust and on-going community engagement strategy.

Strengthening the Full-Service Community School

To date, the full-service community schools model has not been implemented with fidelity and intentionality. First, the Family and Community Outreach Coordinator will re-invest its existing Site Council. The specific roles and responsibilities of this Council will be communicated to the group and yearly goals will be established that align to specific school priority areas. In addition to that, the school would like to see the following as added components of the full-service community school model at Caze:

- Given the social emotional needs that impact student learning, Caze aims to partner with a local community mental health agency to provide family/individual therapy on-site; possible agencies to partner with include Southwestern Behavioral Healthcare or the Lampion Center. It is imperative that the chosen community mental health agency be able to provide additional programs/resources associated with a Community Mental Health Center – support groups, specialized treatment for specific mental illnesses (addiction, etc.), access to child psychiatrist on staff, 24 hour emergency hotline for crisis, etc. Partnering with these agencies will create a seamless transition to additional services that the agency provides.
- To address the personal and healthcare needs of students, Caze also intends to hire a full-time nurse. This individual would provide all morning/lunch/afternoon medicines, provide guidance and assistance to families in treating common illnesses, partner with local agencies to provide health/wellness outreach services on-site, provide Medicaid/Medicare application assistance, coordinate dental services through St. Mary's Medical Center, keep immunization/school physical information.
- Caze intends to customize the position of social worker to entail the roles and responsibilities of a Family and Community Outreach Coordinator. The Family and Community Outreach Coordinator would oversee all school-wide family engagement initiatives, including managing all monthly family fun nights (school wide and grade level specific), and family education/resource programs on topics identified through comprehensive needs assessments. The coordinator would also foster relationships with community agencies to provide specialized programming for students/families, i.e. YMCA, Boys and Girls Club, Big Brothers Big Sisters Holly's House, etc. The Family and Community Outreach Coordinator would also be responsible for guiding families to needed community resources, including financial/food/rental/clothing/Christmas/Holiday assistance.

- Caze would also like to increase its community presence. Just as the school should be a hub to its surrounding community; a place where parents, families, and community partners feel welcomed and important – Caze seeks to serve the Evansville community through student volunteerism and participation in service projects, becoming visible leaders in the EVSC.

Strengthening Parental Communication and Attendance to Hosted Events

One area of development for parental communication, as demonstrated in the culture and climate survey data above, is to find more effective methodologies to engage in two-way communication with families and other key stakeholders so stakeholders are engaged in meaningful ways toward Caze's school improvement priorities.

Caze would also like to incorporate a communication budget for copy paper/postage to allow for frequent and intentional communication home – advertisements for family engagement activities and special programming, positive notes home, parent/teacher conference information, PTA, etc. Caze also intends to use social media for dissemination of information as well as stakeholder input and will post advertisements for parents/families at local apartment complex common areas. As in past practice, Caze will continue to utilize ConnectEd telephone messages and its marquee at the front of the school.

Parent Education

Caze intends to utilize community agencies (through its Site Council) to provide parent support and information on a variety of topics, including Bank on Evansville Financial Literacy, Strengthening Families, GED/Workforce information, etc. Caze Elementary will also provide programming to help parents support their children's educational endeavors, including homework help, RDS Parent Access, PBIS initiatives, and I-READ and ISTEP Preparation.

Implementation Plan, Budget, and Evaluation

Evaluation

Ongoing progress and performance monitoring will be critical to the school transformation process and the success of this plan. All Transformation Zone Schools will participate in frequent monitoring processes facilitated by the OTS. Evaluation of the reform process will focus (1) on the implementation of strategies and fidelity to the school reform plan, and (2) their impact on student achievement. Caze school administrators and leadership team members will be asked to regularly track and assess school progress relative to the priorities, goals, and benchmarks articulated in this plan.

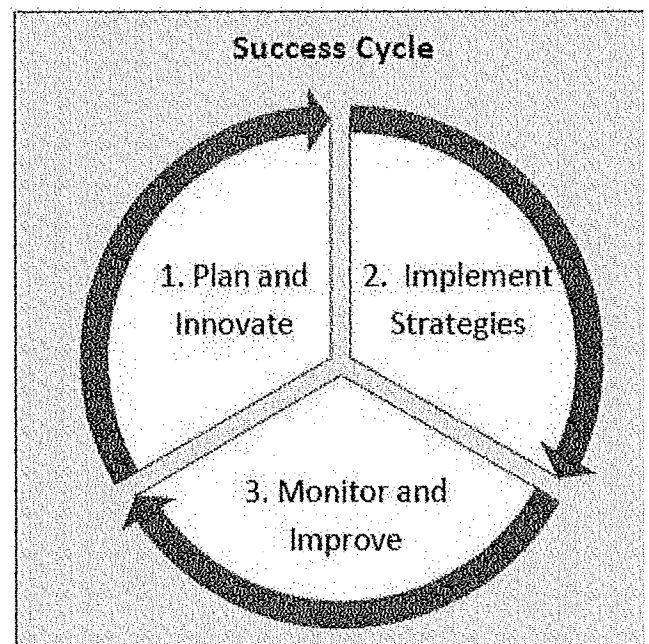
The notion of shared accountability is central to this plan. All Caze faculty, staff, students, family, and community members will be made aware of performance targets embedded in school goals. The entire school community will be working towards the achievement of these goals.

The OTS and Caze will commit to the “Success Cycle” shown below. Caze will be encouraged to design innovative reform strategies, implement those strategies with fidelity, monitor their impact, and identify opportunities for ongoing improvement. The OTS will facilitate, at a minimum, monthly performance monitoring sessions for the Transformation Zone Schools with participation by the EVSC Chief Academic Officer, Deputy Superintendent, and Superintendent. In addition, the Transformation Zone Schools will continue to participate in district-wide, bi-annual performance monitoring sessions also facilitated by the EVSC Superintendent, Deputy Superintendent, and Chief Academic Officer where TZ principals will share amongst their peers in their respective attendance district. During the monthly OTS-facilitated monitoring sessions, school leadership teams will discuss school progress, student data, successes, and challenges. The purpose of these sessions will be not only to build a culture of accountability, but also to pinpoint challenges. The OTS will work with Caze to design and implement necessary midcourse corrections, and the OTS will structure its school supports based on the data discussed during these monitoring sessions. Monthly monitoring sessions will be divided into two parts: (1) implementation and progress monitoring, and (2) performance monitoring.

Implementation and Progress Monitoring

The school has prepared an action plan as part of the SIG application, which provides an implementation timeline for the reform strategies outlined in this plan. The school-level leadership team will expand upon and further refine the school’s action plan after obtaining approval from IDOE.

Ultimately, the action plan will provide a step-by-step delineation explaining how the reform plan will be operationalized in the school setting. This action plan will become the roadmap for the transformation process and progress will be monitored relative to this plan and the milestones outlined therein. Over the summer, building administrators and leadership team members will expand upon the SIG action plan by adding a much more granular list of activities, resulting in a detailed work plan. The OTS will hold schools accountable for the fidelity with which they implement their action plans and will encourage schools to build in midcourse corrections, if and when needed. The action plan



presented in the next section elaborates on the following critical variables:

- **Action Steps:** What key activities, programs, and initiatives will the school undertake in order to achieve its goals? These are the activities that will be employed to achieve the desired outcome of improved student achievement.
- **Resources Available and Needed:** What resources are needed to carry out these strategies (human, financial, political)? What resources are currently available? What additional resources are needed in order to successfully implement the school reform plan?
- **Potential Barriers:** What policies and/or conditions might impede or limit the successful implementation of the reform plan? What individuals and/or organizations might resist the transformation process? How can the school overcome these anticipated barriers and obstacles?
- **Responsibilities:** Who is responsible for completing each action step? This will be used to hold each party accountable to his/her responsibilities.
- **Communication Plan:** How will the school communicate its transformation strategies to the school community? What stakeholders should be provided with information about school progress? Who will communicate with these stakeholders? What methods will be used to communicate with stakeholders? How often?
- **Key Metrics:** How will we measure the implementation and effectiveness of each strategy?
- **Timeline:** When will we initiate this strategy? When will it be completed or accomplished?

Performance Monitoring

Ultimately, all of the school's reform strategies are designed to move the needle on student achievement. Therefore, students' academic performance will be a critical metric for school performance monitoring. That said, school turnaround research shows that there is a lag time before schools start to observe dramatic gains in student achievement. Therefore, the OTS will work with schools to track a comprehensive set of leading and lagging indicators (see below and appendix section).

| Sample Leading and Lagging Indicators | |
|--|---|
| Leading Indicators (gains expected in Year 1) | Lagging Indicators (gains expected in Year 2+) |
| <ul style="list-style-type: none"> • Attendance and truancy rates • Tardiness • Discipline • Culture and climate (stakeholder surveys) | <ul style="list-style-type: none"> • Math achievement • ELA achievement • Writing achievement • Science achievement |

Data Protocol

The Caze leadership team is charged with ensuring that the school implements this reform plan with a high degree of fidelity and that this produces dramatic gains in student achievement. This will require ongoing progress and performance monitoring. The leadership team will play a critical role in evaluating data and determining the extent to which current strategies are successful; the leadership team will also be charged with devising mid-course corrections, if necessary. The leadership team will use a standard protocol to review progress tied to the SRP action plan and to review data, including leading and lagging indicators of improvement. The Office of Transformational Support (OTS) will be available to help facilitate these data conversations and to prepare data displays prior to leadership team meetings.

Data Protocol

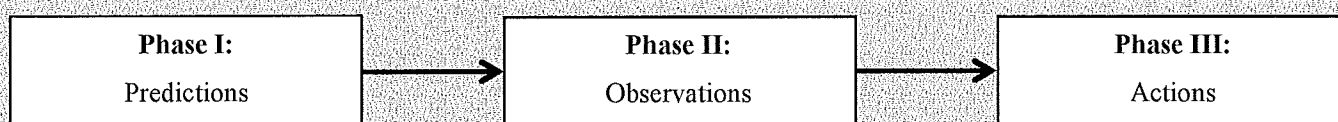
Meeting Norms and Preparation:

- At least three days prior to school leadership team meeting, identify and distribute data to be analyzed during the meeting, and tell participants what to bring to the meeting in order to meaningfully engage in the conversation.
- Compile and prepare data displays prior to the meeting so that data are ready to be analyzed.
- Approach the data as a learner. There are no "right" or "wrong" answers.
- Encourage questions, observations, ideas, and problem-solving.
- Do not cast blame. Use data solely to inform school improvement efforts.

Prior to the Leadership Team meeting:

1. Select a specific data point to analyze during the leadership team meeting (e.g. tardiness, office referrals, math Acuity performance).
2. Collect and compile data for the topic under review.
3. Prepare a data display; ensure that participants can easily analyze and draw meaningful conclusions from the data.
4. Share the data with participants prior to the leadership team meeting.

During the Leadership Team meeting:



Phase I: Predictions. Surface individuals' assumptions, predictions, beliefs, questions, and expectations pertaining to the data and topic under discussion.

1. What patterns and trends do you predict you will see in the data?
2. What are your underlying assumptions about the data or topic under review? What factors are influencing your understanding of the situation?
3. What are you curious to learn from the data?
4. What do you hope to take away from this conversation and analysis?

Phase II: Observation. Analyze the data for patterns amongst subgroups, trends over time, consistencies, and surprises.

1. In looking at the data, what stands out?
2. What are your observations from the data?
3. What patterns (e.g., looking across grades/content areas and subgroups) and trends over time do you notice?
4. What are you surprised to see?
5. In what ways are the data consistent/inconsistent with your expectations and assumptions?

Phase III: Actions. Generate hypotheses, discuss what may/may not be working, draw inferences, discuss conclusions, and determine next steps.

1. What does the data suggest? Why?
2. What additional data are needed to help verify and/or clarify these conclusions?
3. What are appropriate solutions and/or responses to the needs implied by the data? What programs are already in place to help address these needs? Based on the data, are these programs effective?
4. What should we start, stop, or continue doing in response to the data?
5. What are the leadership team's next steps? Clearly identify action items, task ownership, and deadlines.
6. What additional data are needed to help guide the implementation of these solutions?

Implementation Timeline

Caze has prepared an action plan as part of the SIG application, which provides an implementation timeline for the reform strategies outlined in this plan. During summer 2013, the school LT will expand upon and further refine the school's action plan after obtaining approval from IDOE. School leaders will expand upon this implementation plan by adding a much more granular list of activities, resources and owners resulting in a detailed work plan. The OTS will hold schools accountable for the fidelity with which they implement their action plans and will encourage schools to build in mid-course corrections and changes as needed.

Budget Narrative

Successful school turnaround requires a significant resource investment, particularly during the first few years of the turnaround process. PPSD is prepared to make a targeted investment in its most struggling schools. National benchmarking research conducted by Mass Insight Education indicates that school turnaround costs approximately \$750,000 to \$1 million per year, per school. Given the financial constraints, school planning teams were advised to prioritize and select activities that would directly impact student achievement in the areas with the highest demonstrated need. The school reform plan includes initiatives and activities prioritized by the planning team, validated by best practice research, and selected based on projected impact and cost effectiveness.

EVSC has taken steps to ensure that the strategies outlined in the school reform plan will have a high return on investment and can be sustained beyond the grant period. The district hopes to use SIG money to jumpstart the reform process and will seek alternate funding sources to sustain the work long-term. The OTS will work with building principals and leadership team members to assess schools' current budgeting practices; this budget analysis will be used to determine if/how the school can repurpose local and federal funds to support the long-term reform process. The district plans to use the Innovation Schools to pilot bold and innovative reform strategies that can be expanded upon district-wide; therefore, it will be imperative for district and school leaders to focus on impact and costs effectiveness. OTS will work with schools leaders to promote sustainability and scalability of reform efforts.

The budget for Caze reflects a comprehensive summary of program expenses and staff to help increase student performance over the next three years. The budget will provide resources to serve approximately 500 elementary school students in grades K – 5 as well as parent engagement. Student achievement will be monitored and data will be collected to determine their efficacy. New strategies and programs will be implemented as needed on an ongoing basis dependent on student need.

By providing Caze Elementary with the much needed additional resources and staff in year one and monitoring the effectiveness of the programs, it is expected that student achievement and parent engagement will increase. Once a positive climate and culture is established and student achievement begins to increase in year one, staff and programs will be reevaluated.

C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

| Capacity Task | | Yes | No | District Evidence | |
|---|--|-----|----|--|--|
| I. The budget includes attention to each element of the selected intervention. <i>All models</i> | | ✓ | | Transformation School Required Elements | |
| | | | | Develop Teacher and Leader Effectiveness | <ul style="list-style-type: none"> Transformation Strategist (Curriculum, Instruction, and Data) External provider with a focus on developing teacher effectiveness and leadership capacity Salary for Building Level Administrator Mentor Teacher Salary Professional Development Opportunities |
| | | | | Increasing Learning Time and Creating Community-Oriented Schools | <ul style="list-style-type: none"> Extended Learning Programs/Salaries External provider for wrap-around student services Transformation Strategist (HR, Finance, and Operations) Health and Community Nurse (Health and Wellness Education). Family Coordinator and Family workshops Community partner for wrap-around services |
| | | | | Comprehensive Instructional Reform Strategies | <ul style="list-style-type: none"> PD Specialist Transformation Strategist (Curriculum, Instruction, and Data) Classroom technology External provider with a focus on developing teacher effectiveness and leadership capacity E Learning Coach Retention Bonus Support |

| | | | |
|--|---|--|--|
| | | | <div> <div>Provide Operational Flexibility and Sustained Support</div> <ul style="list-style-type: none"> Transformation Strategist (HR, Finance, and Operations) Grant Management and Clerical Why Try? PBIS Behavioral Support </div> <div> <div>Overarching supports:</div> <ul style="list-style-type: none"> Director of School Transformation Mass Insight Education (External Provider) Diehl and Associates for evaluation and assessment Family Support Coordinator Equipment and Supplies Technology for Instructional Support Classroom Mini-Grants </div> |
| | | | <ul style="list-style-type: none"> School Leadership Teams and their data-driven strategic improvement planning following a Comprehensive Needs Assessment (CNA) was the driving force of the budget recommendations. These teams were supported by the “Office of Transformational Support” (OTS), who worked closely with EVSC’s Federal Bookkeeper and Business Affairs. See budget, which will be reviewed by EVSC and IDOE fiscal officers and is aligned to each element of the Transformational Model. |
| 2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i> | ✓ | | <ul style="list-style-type: none"> See proposed budget, which is aligned for effective implementation of the Transformational Model for the duration of the grant. |
| 3. Projected budgets meet the requirements of reasonable, allocable, and allowable. | ✓ | | <ul style="list-style-type: none"> The budget was reviewed by the federal bookkeeper prior to submission and is based on the needs of the |

| <i>All models</i> | | | | school as determined in the CNA and School Improvement Plan. | | | | | | | | |
|--|---|--|--|---|---|--|--|---|--|---|---------------|---|
| 4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i> | ✓ | | | <ul style="list-style-type: none">• See proposed budget, which meets the requirements of being <input type="checkbox"/> \$50,000 and <input type="checkbox"/> \$2,000,000 per year.• | | | | | | | | |
| 5. The district has the resources to serve the number of Priority schools that are indicated. <i>All models</i> | ✓ | | | <ul style="list-style-type: none">• A unique office in EVSC (The Office of Transformational Support) focuses specifically school transformational efforts and support. This team has targeted areas of expertise, including specialists in curriculum and instruction, student data-analysis and interventions, human resources, finance/sustainability, research-based best practices, transformational leadership, community partnerships, and teacher evaluation practices. | | | | | | | | |
| 6. A clear alignment exists between the goals and interventions model and the funding request (budget). <i>All models</i> <ul style="list-style-type: none">• Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application• Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions• Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application | ✓ | | | <table><tr><th colspan="2">Transformation School Required Elements</th></tr><tr><td>Develop Teacher and Leader Effectiveness</td><td><ul style="list-style-type: none">• Transformation Strategist (Curriculum, Instruction, and Data)• External provider with a focus on developing teacher effectiveness and leadership capacity• Salary for Building Level Administrator• Mentor Teacher Salary• Professional Development Opportunities</td></tr><tr><td>Increasing Learning Time and Creating Community-Oriented Schools</td><td><ul style="list-style-type: none">• Extended Learning Programs/Salaries• External provider for wrap-around student services• Transformation Strategist (HR, Finance, and Operations)• Health and Community Nurse (Health and Wellness Education).• Family Coordinator and Family workshops• Community partner for wrap-around services</td></tr><tr><td>Comprehensive</td><td><ul style="list-style-type: none">• PD Specialist</td></tr></table> | Transformation School Required Elements | | Develop Teacher and Leader Effectiveness | <ul style="list-style-type: none">• Transformation Strategist (Curriculum, Instruction, and Data)• External provider with a focus on developing teacher effectiveness and leadership capacity• Salary for Building Level Administrator• Mentor Teacher Salary• Professional Development Opportunities | Increasing Learning Time and Creating Community-Oriented Schools | <ul style="list-style-type: none">• Extended Learning Programs/Salaries• External provider for wrap-around student services• Transformation Strategist (HR, Finance, and Operations)• Health and Community Nurse (Health and Wellness Education).• Family Coordinator and Family workshops• Community partner for wrap-around services | Comprehensive | <ul style="list-style-type: none">• PD Specialist |
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| Comprehensive | <ul style="list-style-type: none">• PD Specialist | | | | | | | | | | | |

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| Funding supports the schools current capacity to improve student achievement | | | <table><tr><td>Instructional Reform Strategies</td><td><ul style="list-style-type: none">Transformation Strategist (Curriculum, Instruction, and Data)Classroom technologyExternal provider with a focus on developing teacher effectiveness and leadership capacityE Learning CoachRetention Bonus Support</td></tr><tr><td>Provide Operational Flexibility and Sustained Support</td><td><ul style="list-style-type: none">Transformation Strategist (HR, Finance, and Operations)Grant Management and ClericalWhy Try?PBIS Behavioral Support</td></tr><tr><td>Overarching supports:</td><td><ul style="list-style-type: none">Director of School TransformationMass Insight Education (External Provider)Diehl and Associates for evaluation and assessmentFamily Support CoordinatorEquipment and SuppliesTechnology for Instructional SupportClassroom Mini-Grants</td></tr></table> | Instructional Reform Strategies | <ul style="list-style-type: none">Transformation Strategist (Curriculum, Instruction, and Data)Classroom technologyExternal provider with a focus on developing teacher effectiveness and leadership capacityE Learning CoachRetention Bonus Support | Provide Operational Flexibility and Sustained Support | <ul style="list-style-type: none">Transformation Strategist (HR, Finance, and Operations)Grant Management and ClericalWhy Try?PBIS Behavioral Support | Overarching supports: | <ul style="list-style-type: none">Director of School TransformationMass Insight Education (External Provider)Diehl and Associates for evaluation and assessmentFamily Support CoordinatorEquipment and SuppliesTechnology for Instructional SupportClassroom Mini-Grants |
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| 7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. <i>All models</i> <ul style="list-style-type: none"><i>Data portfolios of incoming staff/leaders</i><i>Highly Qualified in content of contractual agreement</i><i>Samples of implemented school improvement plans with documented outcomes using data</i> | ✓ | <p>The LEA and school staff have a demonstrated track record and credentials to implement the Transformational Model.</p> <ul style="list-style-type: none">Carrie Hillyard. Carrie Hillyard serves as Director of School Transformation for EVSC's Transformation Zone. Prior to this position, Carrie had previously worked in positions of Director of Title I, Elementary and Middle School Principal, Curriculum Facilitator, and Classroom Teacher and has supported successful implementation of Transformational School Improvement Models from the district support level. Carrie's work and higher education focus has been dedicated to serving students low SES schools. Carrie is a Ph D Candidate in the Transformational Urban Leadership program at Indiana State University. She also has a Master's Degree in Curriculum Studies and | | | | | | | |

Administration License from Indiana University, where she focused studies around the areas teacher efficacy, leadership, and culturally-relevant instructional practices. While at Indiana University, Carrie also worked as an advisor to pre-service teachers, a consultant leading integrated curriculum design with middle and high school teacher teams throughout Indiana, and taught master's level coursework in IU's Transition to Teaching program.

- Shannon Strieter. Shannon Strieter serves as Senior Transformation Strategist for Instruction and Data Management with the Office of Transformational Support within the Evansville Vanderburgh School Corporation. Prior to this position, Shannon was a seventh and eighth grade English teacher, consistently producing positive student growth. Shannon then worked as an Achievement Coach then Professional Development Specialist at a high-need school that demonstrated significant climate and academic growth during her time there. Additionally, she performed the duties of a TAP Master Teacher during the initial year of TAP in the school and in the entire state of Indiana.
- Dawn Greene. Dawn Greene serves as Senior Transformation Strategist for Human Resources, Finance and Operations with the Office of Transformational Support within the Evansville Vanderburgh School Corporation. Prior to this position, Dawn was Principal for a high school that served emotionally challenged, high poverty residential students, and consistently produced positive student growth and successful transitions into least restrictive settings. Dawn then worked as a district leader supporting school improvement and achievement through providing

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| | | | <p>alternative educational settings. Additionally, Dawn has served on district and regional boards supporting financial literacy and human capital empowerment within schools.</p> <ul style="list-style-type: none"> • Ami Magunia. Ami serves as the district's engagement manager from Mass Insight Education. Prior to joining Mass Insight, Ami has served in a variety of roles related to teacher and leadership development in both consulting and district roles. The majority of Ami's experience stems from Baltimore City Public Schools where she enjoyed years as a classroom teacher in a high poverty school (resulting in student growth of more than 1.5 years for the majority of her students every year); a training and resource manager directly training and supporting close to 400 of the district's new recruits every year. Her most recent involvement as a leadership coach in Indianapolis Public Schools resulted in the development of multiple building administrators and the school's eventual dramatic increase in the state's A-F accountability system (school progressed from F to B status). • Michael Contompasis. Michael recently retired after two years as Superintendent of the Boston Public Schools. Previously he served as the district's Chief Operating Officer from 1998 through 2005. Before moving to a district leadership role, Mr. Contompasis was the Head Master of Boston Latin School, the state's top performing 7-12 secondary school, where he was honored as a Milken Educator in 1997. From 1996 to 1998, he also served as a cluster leader overseeing and mentoring the principals of ten K-12 schools in the district. He began his career in education as a Biology teacher in 1966. He was presented with a Distinguished |
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| | | | <p>Service Award by the Council of Great City Schools in 2006. Mr. Contompasis currently serves as an unpaid advisor to the Mayor of the City of Boston in addition to his role as Senior Field Consultant for the School Turnaround Group.</p> <ul style="list-style-type: none"> Chris Maher. Chris is the Vice President of Field Engagements for the School Turnaround Group at Mass Insight Education. In addition to experience as a nonprofit and school district executive, Chris has served as a principal, teacher and public school advocate. Prior to joining the STG, Chris was the Deputy Chief Academic Officer of Friendship Schools in Baltimore, Maryland. Chris has a M.P.A from New York University, and a Graduate Certificate in Supervision and Administration from the Johns Hopkins University School of Education. He received his B.A. from the College of Wooster. |
| <p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> Staff Assurances Staff Surveys Staff Needs Assessments | ✓ | | <ul style="list-style-type: none"> The Office of Transformational Support and School Leadership conducted a staff vote to gauge the support and interest in implementing the Transformational Model once the school's transformation plan was established collaboratively based on a thorough needs assessment. The results of the vote were collected and the model/ SIG application was strongly supported by the Lincoln school staff as indicated by the results from the vote. Site council meetings were held to discuss with families. Both parents and school partners were in attendance. Schools officials also explained the opportunity for the grant at spring events. Parent feedback was very positive at these events. |
| <p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> Parent Meeting Agendas | ✓ | | |

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| <ul style="list-style-type: none"> • Parent Surveys <p>Parent Focus Groups</p> | | | <ul style="list-style-type: none"> • The EVSC conducted a Stakeholder Survey in 2012, which included parent survey information. Results are available upon request. |
| <p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p>All models</p> <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools | ✓ | | <ul style="list-style-type: none"> • EVSC's Board of School Trustees has strongly supported the implementation of three SIG Transformational Models in the past. • The current SIG Application has been approved by the school board, with documentation in the minutes available upon request or is available online through boarddocs. • See School Board Assurances in LEA Application pages. |
| <p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p>All models</p> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation • Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools | ✓ | | <ul style="list-style-type: none"> • EVSC's Superintendent Dr. David Smith has fully supported the implementation of Transformational Models and systemic transformational efforts in the EVSC, including the development of EVSC's Transformation Zone, which includes Caze. • Dr. Smith has signed Lincoln's SIG application in support of the application and model after presenting to EVSC's school board. • See Assurances and Superintendent Signature of approval in LEA Application pages. |

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| <p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model | ✓ | <ul style="list-style-type: none"> • Evansville Vanderburgh School Corporation (EVSC) has a very collaborative relationship with the teacher's union, who is fully supportive of the full implementation of the Transformational Model and has actively engaged with and supported the current implementation of this model in three additional EVSC schools. See letter of support/assurance from the Evansville Teachers' Association in the appendices. |
| <p>13. The district has the ability to recruit new principals.</p> <p>Turnaround, Transformation Models</p> <ul style="list-style-type: none"> • Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities • Statewide and national postings • External networking | ✓ | <p>A critical first step in the school improvement process is the identification of a transformational leader. School leaders play an integral in the district's schools, particularly in its most struggling schools. The Office of Transformational Support (OTS) will spearhead the hiring process for the district's Innovation Schools; this will require collaboration and coordination with the Human Resources Office, the Superintendent, and the Office of Academic Affairs. The recruitment and hiring process conducted is outlined below and documented in this guide.</p> <p>Process Overview:</p> <p>I. Recruitment. During the recruitment phase, EVSC attracted a diverse pool of prospective turnaround principal candidates. EVSC will recruit candidates internally (e.g., successful administrators within the district) and externally (e.g., successful turnaround leaders from other districts nationwide). The job description (Appendix I) developed for the building administrator position was unique, complex, and generic</p> |

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| | | <p>in some regards. Once the candidates complete the selection process, members of the OTS in partnership with the Office of Academic Affairs will screen applicants to determine their alignment to the unique and complex requirements of the turnaround leader.</p> <p>2. Initial eligibility screen. Members of the Office of Human Resources will screen applicants to determine their basic eligibility for the principal position (e.g., academic requirements, experience, and certification). The purpose of this phase will be to determine which of the applicants to invite for a EVSC's interview day.</p> <p>3. Interview Day. Candidates were invited to a day-long event to determine eligibility and selection into EVSC's recommended for hire pool for this position.</p> <p>a. Data analysis exercise (Appendix II). Candidates were given a data analysis scenario along with a data set. In 60 minutes, candidates were asked to produce no more than 12 slides that articulated their vision for school improvement. All work will be assessed using a rubric.</p> <p>b. Interview panel (Appendix III). A team comprised of EVSC employees, OTS staff, and ETA representatives will conduct 45-minute interview panels with candidates selected after the candidate's completion of the data analysis exercise. Each candidate will be given 7 minutes to present their vision for school improvement and the panel will keep 3 minutes to ask any clarifying questions. The panel will then move</p> |
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| <p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> | ✓ | <p>A critical first step in the school improvement process is the identification of a transformational leader. School leaders play an integral in the district’s schools, particularly in its most struggling schools. The Office of Transformational Support (OTS) will spearhead the hiring process for the district’s Innovation Schools; this will require collaboration and coordination with the Human Resources Office, the Superintendent, and the Office of Academic Affairs. The recruitment and hiring process conducted is outlined below and documented in this guide.</p> |

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| 15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year. All models <ul style="list-style-type: none">Monthly focus with identified objectivesSmart GoalsMeasurable Outcomes (consisting of transformative, formative, and summative data)Streamline and scaffold focus aligned to key findings and root causes in SIG application | ✓ | <ul style="list-style-type: none">See implementation timeline, which will be fully supported by OTS and the performance monitoring process.Diehl Consulting will build the capacity of OTS and the schools to ensure consistent, valid, and reliable data is collected in an ongoing manner.Data Coach will provide embedded supports to schools. | | | | |
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| 16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. Turnaround, Transformation, Restart Models <ul style="list-style-type: none">Professional Development sign in sheets aligned to SIG funded PDSupport framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency) | ✓ | <table><thead><tr><th>LEA Position/Intensive Support</th><th>Expertise/Support to schools</th></tr></thead><tbody><tr><td>Director of School Transformation</td><td>School Improvement/Strategic Planning Transformational Leadership/Leadership Development Federal Grants/Management School Administration Teacher Evaluation and</td></tr></tbody></table> | LEA Position/Intensive Support | Expertise/Support to schools | Director of School Transformation | School Improvement/Strategic Planning Transformational Leadership/Leadership Development Federal Grants/Management School Administration Teacher Evaluation and |
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| | | | | Development | Curriculum and Instruction |
| | | | | | Senior Transformation Strategist |
| | | | | | Data-Driven Instruction Curriculum Technology Integration Teacher Evaluation and Development Assessment (Formative/Summative) |
| | | | | | Senior Transformation Strategist Fiscal Planning and Allocations Human Resources Federal Grants Operations |
| | | | | | Data Coach |
| | | | | | Data-Driven Instructional Support Queries and Data System |
| 17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. <i>All models</i> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public</i> | ✓ | | | | <ul style="list-style-type: none"> • The LEA supported schools in conducting a phone blast to contact every family in potential SIG schools to inform regarding the grant process and seek input. • A Stakeholder Survey is conducted yearly to seek input from parents, students, and staff. • Social Media was utilized as a tool to seek input from |

| <div>flyers)</div> <div><ul style="list-style-type: none">Town Hall sign in sheetsCommunity Partner AssurancesDocumentation of mailings</div> | | | <div>families, as well as the EVSC website (See appendices).</div> <div><ul style="list-style-type: none">Meetings were held in schools to seek stakeholder input, which is captured in the LEA application pages.</div> | | | | | | | | | | | | |
|--|----------------|--|--|-----------------------------|--------------|----------|-------------------|--|--|---|----------------|--------------------------------|--|----------------|--|
| <div>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</div> <div>All models</div> <div><ul style="list-style-type: none">Title ITitle IITitle IIIIDEAE-RateTAP</div> | ✓ | | <table><thead><tr><th>Element of the Intervention</th><th>Intervention</th><th>Resource</th></tr></thead><tbody><tr><td colspan="3">Federal Resources</td></tr><tr><td>Use of research-based instructional practices that are vertically aligned across grade levels and the state standards</td><td>Transformation</td><td>Title I Part A, IDEA, Title II</td></tr><tr><td>Assistance with design and implementation of improvement plan including high-quality job-embedded professional development designed to assist schools in implementing the intervention model</td><td>Transformation</td><td>Title I, Part A, Title I, School Improvement</td></tr></tbody></table> | Element of the Intervention | Intervention | Resource | Federal Resources | | | Use of research-based instructional practices that are vertically aligned across grade levels and the state standards | Transformation | Title I Part A, IDEA, Title II | Assistance with design and implementation of improvement plan including high-quality job-embedded professional development designed to assist schools in implementing the intervention model | Transformation | Title I, Part A, Title I, School Improvement |
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| | | | opportunities for students | | Parks and Recreation, YMCA, Boys and Girls Club, Boy Scouts, Girl Scouts, EVPL |
| | | | Provide community and family supports | Transformation | HOLA, Ascension Health, St. Mark's Lutheran, Green River Kiwanis, AmeriCorps, Tri State Food Bank, Big Brother Big Sister, Evansville Christian Life Center, AmeriCorps, Tri State Food Bank |
| 19. The district demonstrates the ability and commitment to increased instructional time. <i>Turnaround, Transformation Models</i> <ul style="list-style-type: none"><i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i><i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i><i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i><i>Increased learning time is structured as a vehicle to support differentiated learning</i> | ✓ | <ul style="list-style-type: none">Originally through the Equity Process, the district (in collaboration with the local teachers' union) showed a commitment to increased instructional time beginning in the 2010-2011 school year.EVSC has made it a priority seek opportunities for students to have before and after school programming, as well as summer programming to offer students a safe place to continue to engage in learning. | | | |

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| <p>(ex :...)</p> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> • <i>Compensation for extended day is identified by the LEA</i> | | |
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D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ Instructions:

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2013-2014*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

| Indicators of LEA Commitment | Description of how this commitment was or will be completed |
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| <p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <p>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</p> <p>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</p> <p>(c) Assessing the alignment of the LEA and school improvement processes for</p> | <p>EVSC's Office of Transformational Support (OTS) facilitated and participated with school leadership teams throughout the process of conducting the SIG School Needs Assessment targeting priority areas of concern, engaging in a thorough root cause analysis, and strategic planning aligned to the determined needs. The district provided a data overview for each school community to review and provide feedback.</p> <p>Lincoln and Caze were identified for EVSC's Transformation Zone in the 12-13 school year in addition to three other priority schools. The Transformation Zone is a cluster of five Priority Schools with increased discretion and additional district-level support from the Office of Transformational Support, with an external partnership with Mass Insight Education (MIE).</p> <p>The Office of Transformational Support will implement a robust performance monitoring system for all TZ schools beginning in the 13-14 school year through biweekly checkpoint meetings to ensure alignment, support, and successful implementation of school improvement processes to ensure reciprocal accountability between school personnel, district personnel, and other stakeholders and external providers. . The OTS team will wrap services and supports around all schools in the Transformation Zone for school improvement planning,</p> |

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| <p>supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(i) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p> | <p>establishing and monitoring implementation metrics, and alignment of resources to priority areas of need and focus of school improvement efforts. Diehl Consulting, Inc. would work with The Office of Transformational Support's performance monitoring team and would serve as an outside evaluator remove bias when determining the success of the school and LEA's work with external partners and impact on student leading indicators. This will include implementation metrics, as well, and partners must align to each school's improvement plan priority areas. All records and processes will be accessed within an online portal built by the Office of Transformational Support, which will also serve as the online meeting/collaboration space and maintain scheduling, records, data-driven processes, and monitoring support. The EVSC will continue to work very collaboratively with IDOE/outreach coordinator through the respective educational service center as a critical support and partner in the improvement efforts and will submit all necessary/requested records to the SEA within the timeline per request.</p> <div data-bbox="714 346 771 1165"> <h3>Strategic Planning and Implementation Process</h3> </div> <div data-bbox="779 378 1201 1155"> <p>The strategic planning process is not a compliance exercise. The OTS is committed to supporting and monitoring the implementation of strategies designed to improve student achievement.</p> <pre> graph TD 1[1. Identify challenges and areas for growth] --> 2[2. Develop a manageable set of goals] 2 --> 3[3. Select strategies] 3 --> 4[4. Create an action plan] 4 --> 5[5. Implement strategies and measure progress] 5 --> 1 </pre> </div> |
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| Indicators of LEA Commitment | Description of how this commitment was or will be completed |
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| <p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Identifying external providers based on each school's SIG needs; (b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs; (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel; (e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to | <ul style="list-style-type: none"> • The Office of Transformational Support (OTS) is committed to recruiting, screening, and selecting external providers with an intensive process to assess external provider quality (i.e. any external partner must align to a minimum of two required elements of the Transformational Model and assure this alignment to the school priority areas and demonstrate the ability to meet the school's needs in a timely and effective manner). Additionally, OTS would work with Diehl Consulting to develop and implement a comprehensive performance monitoring system for external SIG partners programs and services. • <i>Diehl Consulting would serve as a continuous liaison between external partners and the school/LEA in identifying and monitoring progress toward partnership expectations, including alignment with school improvement goals. Quantitative and qualitative methodology includes partner interviews, performance monitoring tools, and program/service fidelity instruments. System to be integrated within the Office of Transformation and Support.</i> • <i>In order to draw accurate conclusions about the consistent impacts of a given program, it is important to know that the program is implemented with fidelity. At a minimum, the proposed fidelity measures will assess dosage/exposure to the program (e.g., program attendance, participant demographics), participant responsiveness (i.e., participant feedback related to the program), and quality of program delivery. As applicable, Diehl Consulting would support the measurement of the extent to which program delivery adheres to any available program curricula.</i> • OTS will be the lead on recording and communicating progress regarding external providers to IDOE as well as ensuring the proper reporting is established internally. |

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| | <p>the school's identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.</p> |
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| Indicators of LEA Commitment | Description of how this commitment was or will be completed |
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| <p data-bbox="269 1318 342 1927">3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).</p> <p data-bbox="431 1318 594 1927">The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</p> <ul style="list-style-type: none"> <li data-bbox="626 1318 691 1927">(a) Identifying resources currently being utilized in an academic support capacity; <li data-bbox="724 1318 821 1927">(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; <li data-bbox="854 1318 992 1927">(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; <li data-bbox="1024 1318 1227 1927">(d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); <li data-bbox="1260 1318 1391 1927">(e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making | <ul style="list-style-type: none"> <li data-bbox="383 210 967 1318">• The Office of Transformational Support will implement a robust performance monitoring system for all TZ schools beginning in the 13-14 school year through biweekly checkpoint meetings to ensure alignment, support, and successful implementation of school improvement strategies and processes. The OTS team will wrap services and supports around all schools in the Transformation Zone for school improvement planning, establishing and monitoring implementation metrics, and alignment of resources to priority areas of need and focus of school improvement efforts. This will continuously support the identification of resources currently being utilized in an academic support capacity, conducting a gap analysis of resources necessary but not present, alignment of all resources. As part of the performance monitoring process, regularly scheduled reviews will occur to ensure all areas are operating fully and effectively to meet the intended outcomes. Adjustments will be continuously made, as necessary. OTS will support schools in redirecting resources not being used to support the school improvement process and will be fully present in the schools to ensure effective implementation of supports. |

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| <p>adjustments as necessary;</p> <p>(f) Redirecting resources that are not being used to support the school improvement process; and</p> <p>(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.</p> | |
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| Indicators of LEA Commitment | Description of how this action was or will be completed |
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| <p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p> <p><i>The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: <ul style="list-style-type: none"> (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal procedures; | <ul style="list-style-type: none"> • OTS will take the lead on identifying challenges at all levels that may slow or halt the school improvement implementation process as well considerations for policy modifications, with support of Mass Insight Education (refer to Scope of Work for MIE). OTS will maintain a strong presence in its schools as well as embedding a performance monitoring process to maintain awareness of pressing needs, barriers to improvement, fidelity of implementation, and success of strategies. • The EVSC will follow protocol in supporting the modification of practices and policy. • (See selection guide in appendices). |

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| <p>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</p> <p>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</p> <p>(vi) school administrator and staff recruitment, placement and retention procedures ; and</p> <p>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</p> | |
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| Indicators of LEA Commitment | Description of how this action was or will be completed |
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| 5. <i>Sustain the model after the funding period ends.</i> | |

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| <p>The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement; (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as | <ul style="list-style-type: none"> • Mass Insight Education will support the Office of Transformational Support in the development and implementation of a robust planning and performance monitoring system for all TZ schools beginning in the 13-14 school year through biweekly checkpoint meetings to ensure alignment, support, and successful planning and implementation of school improvement processes to ensure reciprocal accountability between school personnel, district personnel, and other stakeholders and external providers. The OTS team will wrap services and supports around all schools in the Transformation Zone for school improvement planning, establishing and monitoring implementation metrics, and alignment of resources to priority areas of need and focus of school improvement efforts. This will include a focus on sustainability of those strategies that are having an impact on school improvement trends and revision of those strategies that are not proven as successful. <ul style="list-style-type: none"> ○ The Planning and Performance Monitoring process will include training of school leadership and ongoing support from OTS with an ongoing feedback cycle where data is used to inform strategies. These supports will be individualized and customized for each supported school. Based on guidance from the school principal, staff, and district, Diehl Consulting will provide additional/aligned third-party evaluation support to further examine data. This support may involve further analyses of indicators and subgroups, or short-term evaluation of specific school strategies to provide feedback related to implementation in order to fully understand root causes to use data in the most formative manner. A data coach will work with the Professional Development Specialist to embed school-based supports for staff to turn formative data into highly effective instruction. ○ Additionally, a Transformation Strategist (TS) will support the school with a focus on curriculum, instruction, and data-driven interventions and differentiating of instruction. This TS will provide embedded supports to school-based leadership and coaching and support school leaders and staff in identifying those needs for growth. Additionally, OTS will engage in the selection of an external provider who can provide even more robust supports to develop LEA and school leadership capacity to support teachers in highly effective implementation of classroom instruction—serving in a mentor capacity to school leaders. This external provider |
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| <p>evidenced by an extensive action plan;</p> <p>(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;</p> <p>(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;</p> <p>(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;</p> <p>(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;</p> <p>(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities;</p> <p>(l) Establishing and implementing accountability processes that provide effective oversight of the interventions,</p> | <p>would also be selected on their ability and commitment to effectively engage with and provide direct feedback to teachers within the classroom setting in lieu of providing professional development outside of the context of the school, classroom, and teachers' individualized strengths and development needs. As part of the Planning and Performance Monitoring process, OTS will support schools in the alignment of resources to school priorities, monitoring of effectiveness, and sustainability of financial support. This will take place in an online forum with live, interactive tools that connect all stakeholders through with an extensive action planning process and tools.</p> <ul style="list-style-type: none"> ○ Diehl Consulting will work with OTS and school teams to ensure the reliability and validity of information reported as part of grant requirements. Based on prior experience, two areas of support are described below. However, if new requirements are identified, Diehl Consulting will align processes to address required reporting. ○ Diehl Consulting would support by monthly updating each school's data dashboard (embedded within the performance monitoring tool) related to student attendance and out-of-school suspensions. While these indicators (to be defined) will also be included in the quarterly and year-end reporting, this monthly evaluation will be critical as it will allow interested parties from the schools, district, and state to review formative evaluation results from a common source more frequently. Following each academic quarter, Diehl Consulting will prepare scorecards outlining each school's progress toward SIG targets and other relevant indicators related to student attendance and discipline. Scorecards will include an overall presentation of current performance relative to the established targets as well as graphic breakdowns of each indicator by grade level and demographic variables. As appropriate, comparison data from the corresponding time periods from previous years will also be included. Each quarter, therefore, the performance monitoring process will engage stakeholders in a deeper dive to determine progress toward all leading and lagging indicators of school improvement. Diehl Consulting would also lead a larger evaluation design yielding process- and outcome-level data designed to measure goals and objectives. To accomplish this, a |
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| <p>school improvement activities, financial management, and operations of the school.</p> | <p>logic model will be further aligned with school improvement plans. Specific elements include: (a) gaps or needs to be addressed; (b) goals to be accomplished; (c) short- and long-term objectives; (d) activities/program inputs; (e) process measures; and (f) outcome measures. An evaluation plan will be developed based on the objectives and indicators outlined within the logic model. The plan will include the evaluation design and methods (e.g., participants, procedures, instruments), along with proposed data analysis procedures. Methodology will include school-level climate and student/family engagement surveys, staff instructional practice assessments, and collaborative practice and use of data inventories. Methods will be aligned to meet the school's unique needs. While it is expected that program evaluation will be ongoing, the formal report will represent the capstone of the annual evaluation. The report(s) is expected to include a comprehensive review of all evaluation findings. Included with the formal reporting deliverable will be meetings during which evaluation results will be discussed and used in the formulation of action plans.</p> |
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4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 3) **Complete the table for only the model that the school will implement.**
- 4) If the improvement model will not be implemented, check “We will not implement this model.”
- 5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment F).

Transformation Model

☒ We will implement this model. ☐ We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
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| 1. <i>Replace the principal who led the school prior to implementing the model.</i> | <p>PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS APPENDIX I.</p> <p>Pre-implementation</p> <ul style="list-style-type: none"> • Consult the EVSC administrator pool for available and viable candidates (July 2013) • Revise the EVSC principal selection tool to include school-based interviewing panel (July 2013) • Coordinate additional administrator interviews as needed (July 2013-Aug 2013) <p>Implementation</p> <ul style="list-style-type: none"> • Recommend a new co-principal to take over key roles and responsibilities in a co-principal situation for EVSC board approval (Aug 2013) • Secure EVSC board approval for the recommended candidate (Aug 2013) <p>Associated budget No associated costs</p> | <p>Dr. David Smith, Superintendent</p> <p>Carrie Hillyard, Director of School Transformation</p> <p>Caze school-based staff as needed</p> | Noted within tasks column |
| 2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with</i> | <p>PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS APPENDIX I.</p> | Carrie Hillyard, Director of School Transformation | Noted within tasks column |

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| <p><i>teacher/principal involvement.</i></p> | <p>Pre-implementation</p> <ul style="list-style-type: none"> Professional development for administrators on EVSC evaluation and observation tool to increase inter-rater reliability across the TZ Schools (August 2013) Communication to all teaching staff regarding observation and evaluation expectations for SY 2013-2014 (August 2013) Conduct baseline teacher evaluations of all teaching staff (Aug 2013 – June 2014) Professional development for administrators on new adopted EVSC evaluation and development tool (June-July 2014) Professional development for teachers on new EVSC evaluation and development system (June-July 2014) Communication to all teaching staff regarding evaluation and observation expectations for SY 2014-2015 (August 2014) <p>Implementation</p> <ul style="list-style-type: none"> Conduct frequent formal and informal teacher evaluations and classroom observations (ongoing; starting Aug 2013) Conduct principal evaluations with ongoing checkpoints throughout the year (Aug 2013 – May 2014) <p>Associated budget \$110,000</p> | <p>Debbie Debaille, Chief HR Officer</p> <p>Velinda Stubbs, Chief Academic Officer</p> <p>Emily McCormick-Smith, Director of Professional Development</p> <p>Shannon Strieter, Transformational Strategist</p> | |
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| <p>3. Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</p> | <p>PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS APPENDIX I.</p> <p>Pre-implementation</p> <ul style="list-style-type: none"> Determine rate of additional monies to spend on instructional classroom kits based upon student growth indicators. (by January 2014 – Note: All staff will receive \$1000 towards the purchase of instructional materials, resources, and tools for their classroom.) Communication to all teachers regarding new compensation model (June-July 2014; will most likely be done in conjunction with professional development during the pre-implementation of the new EVSC eval and development system) <p>Implementation</p> <ul style="list-style-type: none"> Disburse additional monies for instructional classroom kits in accordance with rates identified during pre-implementation (September 2014) Disburse adjusted compensation based upon the new compensation model adopted by EVSC for SY 2014-2015 (SY 2014-2016) <p>Associated budget \$145,00</p> | <p>Carrie Hillyard, Director of School Transformation</p> <p>Debbie Debaillie, Chief Human Resources Officer</p> <p>Carl Underwood, Chief Financial Officer</p> | <p>Noted within task column</p> |
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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
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| <p>4. Provide high quality, job-embedded professional development.</p> | <p>PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS APPENDIX I.</p> <p>Pre-implementation</p> | <p>Carrie Hillyard, Director of School Transformation</p> | <p>Noted within task column</p> |

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| | <ul style="list-style-type: none"> • Clarify roles and responsibilities with Title I coach and PD Specialist • Create structures and systems to collect observational data from TZ schools (Aug 2013) • Finalize supporting partner role in providing professional development coaching to leadership and instructional support staff (by Aug 2013) • Secure two recurring professional development substitutes (October 2013) • Conduct first round of teacher observations to identify individual teaching coaching needs (December 2013) • Determine school-wide PD needs based upon first round of teacher observations (October 2013) • Determine TZ Zone PD needs based upon first round of teacher observations (November 2013) • Identify protocol for the selection of Peer Support Teachers (June 2014) • Create selection materials for Peer Support Teachers based upon the protocol identified and agreed upon by the school leadership team (June 2014) • Determine components of the New Teacher Mentoring program (July 2013) • Select mentor teacher for New Teacher Mentoring program (July 2013 – Aug 2013) <p>Implementation</p> <ul style="list-style-type: none"> • Provide mentoring and coaching to needs as identified by a co-principal (beginning by Sept 2013) • Provide leadership mentoring and coaching to needs identified by OTS staff and supporting partner – TNTP (beginning by Oct 2013) • Provide school-wide professional development during all faculty meetings based upon observational | <p>Shannon Strieter, Transformational Specialist</p> <p>Dawn Green, Transformational Specialist</p> <p>Cyndie Carneal, co-principal Caze Elementary</p> <p>To Be Hired, Co-principal of Caze Elementary</p> <p>Kim Kuban, Caze Elementary Title I Coach</p> <p>To Be Hired, PD Specialist</p> | |
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| | <p>data from teachers (beginning in Sept 2013)</p> <ul style="list-style-type: none"> • Provide school-wide voluntary school-wide professional development for teachers based upon observational data from teachers (beginning in October 2013; ongoing) • Provide TZ-wide voluntary professional development for teachers and staff based upon observational data from TZ teachers and staff (beginning in Nov 2013; ongoing) • Provide in-classroom coaching customized based upon needs identified by principal (Sept 2013 – June 2016; as needed) • Provide professional development release time to observe Peer Support Teachers or other teachers identified by PD Specialist or principal (Sept 2013 – June 2016; as needed) • Implement Peer Support Teacher coaching model (explained in the School Transformation Plan; August 2014) • Maintain common planning time and PLCs for teachers and ensure time is being used effectively (August 2013 – Y1; August 2014 – Y2; Aug 2015 – Y3) • Implement the New Teacher Mentoring Program (Aug 2013; ongoing) <p>Associated budget \$570,600</p> | | |
| <p>5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i></p> | <p>PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS APPENDIX I.</p> <p>Pre-implementation</p> <ul style="list-style-type: none"> • Finalize schedule for the disbursement of retention | <p>Carrie Hillyard, Director of School Transformation</p> <p>Debbie Debaillie,</p> | <p>Noted within task column</p> |

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| | <p>awards (Aug 2013)</p> <ul style="list-style-type: none"> • Communicate retention awards to staff (Aug 2013) • Determine process and parameters for the purchase of instructional classroom kits (Oct 2013) • Identify protocol for the selection of Peer Support Teachers (June 2014) • Create selection materials for Peer Support Teachers based upon the protocol identified and agreed upon by the school leadership team (June 2014) • Revisit new staffing and selection process implemented in the TZ schools (Sept 2013) • Launch a new recruitment campaign (Oct-Nov 2013) • Revise competency based selection process and model for teachers based upon TZ principal input (Jan 2014) <p>Implementation</p> <ul style="list-style-type: none"> • Disburse retention awards in accordance with determined schedule and process (Sept 2013 - ongoing) • Secure additional instructional classroom kits for teachers based upon their specific needs (Sept 2014, Sept 2015, Sept 2016) • Implement Peer Support Teacher coaching model (explained in the School Transformation Plan; August 2014) • Recruit new candidates for TZ positions (ongoing; by Sept 2013) • Select new candidate for TZ position based upon mutual consent and revised competency based model (ongoing; by June 2014) <p>Associated Budget</p> | <p>Chief Human Resources Officer</p> <p>Dawn Green, Transformational Strategist</p> <p>To be hired, Caze Co-principal</p> <p>Cyndie Carneal, Caze Co-principal</p> | |
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| | \$195,000 | | |
| 6. <i>Provide increased learning time for students and staff.</i> | <p>PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS APPENDIX I.</p> <p>Pre-implementation</p> <ul style="list-style-type: none"> • Determine dates for summer programming (Jan 2014) • Determine enrollment process for summer programming (Jan 2014) • Determine academic programming for summer programming (May 2014) • Align afterschool program to academic priorities (initial alignment Nov 2013 – ongoing) • Incorporate afterschool coordinator into PLC or common planning time (by Nov 2013) • Determine dates for additional professional development days in regards to curriculum alignment and data deep dive (upon grant reward, no later than July 15, 2013) • Determine optimal master school schedule (by Aug 2013; one month prior to the start of school) • Determine staggered scheduling for support staff to increase the number of interventions offered for students (by end of July 2013) <p>Implementation</p> <ul style="list-style-type: none"> • Ensure students attend a minimum of 10 summer programming days (Jun 2014 – June 2016) • Implement two additional teacher professional development days prior to SY 2013-2014 (Aug 2013) • Implement additional professional development days in regards to curriculum/assessment alignment (Sept | <p>Carrie Hillyard, Director of School Transformation</p> <p>Shannon Strieter, Transformational Strategist</p> <p>Dawn Green, Transformational Strategist</p> <p><i>To Be Hired</i>, Caze Co- principal</p> <p>Cyndie Carneal, Caze Co- principal</p> <p>Other Caze school-based staff</p> | Noted within task column |

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| | <p>2013 – June 2016)</p> <ul style="list-style-type: none"> • Provide professional development stipends to teachers who attend voluntary professional development offered by the district and OTS throughout the school year (ongoing) • Align afterschool academic programming for both remediation and enrichment of students (ongoing) • Implement staggered scheduling for support staff to increase learning time for students through interventions (Aug 2013) <p>Associated budget \$448,600</p> | | |
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| 7. <i>Use data to implement an aligned instructional program.</i> | <p>PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS APPENDIX I.</p> <p>Pre-implementation</p> <ul style="list-style-type: none"> • Determine dates for data-deep dives by teaching staff (by Sept 2013) • Determine DataWise training dates provided by the district (by Aug 2013; ongoing every year) • Review performance management expectations for OTS (Aug 2013) • Prepare for monthly OTS performance management sessions (monthly basis starting in Sept 2013) • Prepare for bi-annual district performance management sessions (Bi-annual starting in Oct 2013) • Finalize participation of the Rtl team and meeting schedule (by Sept 2013) <p>Implementation</p> <ul style="list-style-type: none"> • Begin creating individual student plans for students | <p>Carrie Hillyard, Director of School Transformation</p> <p>Shannon Strieter, Transformational Strategist</p> <p>Dawn Green, Transformational Strategist</p> <p>Caze co- principals and various other school-based staff</p> | Noted within task column |
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| | <p>identified by Rtl team for interventions (ongoing; starting no later than Sept 2013)</p> <ul style="list-style-type: none"> • Implement data deep dives by teaching staff (by Sept 2013) • Conduct ongoing Rtl team meetings to ensure at-risk students are placed on an aligned instructional program (ongoing; starting in Sept 2013) • Implement PLCs focused upon differentiated instruction based upon student data (ongoing; starting in Sept 2013) • Create common formative assessments to drive data-driven instruction (upon grant's award; no later than Dec 2013) • Implement universal screenings for all students (ongoing; no later than Oct 2013) • Align interventions for students determined as Tier II and III from universal screenings (ongoing; no later than Oct 2013) | | |
| | <p>Associated budget \$164,600</p> | | |

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|--|--|---|-----------------------------|
| 8. <i>Promote the use of data to inform and differentiate instruction.</i> | <p>PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS APPENDIX I.</p> <p>Pre-implementation</p> <ul style="list-style-type: none"> Determine dates for data-deep dives by teaching staff (by Sept 2013) Determine DataWise training dates provided by the district (by Aug 2013; ongoing every year) Review performance management expectations for OTS (Aug 2013) Prepare for monthly OTS performance management sessions (monthly basis starting in Sept 2013) Prepare for bi-annual district performance management sessions (Bi-annual starting in Oct 2013) Finalize participation of the Rtl team and meeting schedule (by Sept 2013) <p>Implementation</p> <ul style="list-style-type: none"> Begin creating individual student plans for students identified by Rtl team for interventions (ongoing; starting no later than Sept 2013) Implement data deep dives by teaching staff (by Sept 2013) Conduct ongoing Rtl team meetings to ensure at-risk students are placed on an aligned instructional program (ongoing; starting in Sept 2013) Implement PLCs focused upon differentiated instruction based upon student data (ongoing; starting in Sept 2013) Create common formative assessments to drive | <p>Carrie Hillyard, Director of School Transformation</p> <p>Shannon Strieter, Transformational Strategist</p> <p>Dawn Green, Transformational Strategist</p> <p>Caze co- principals and various other school-based staff</p> | Noted within task column |

| | | | |
|---|--|--|--------------------------|
| | <p>data-driven instruction (upon grant's award; no later than Dec 2013)</p> <ul style="list-style-type: none"> • Implement universal screenings for all students (ongoing; no later than Oct 2013) • Align interventions for students determined as Tier II and III from universal screenings (ongoing; no later than Oct 2013) <p>Associated budget \$164,600</p> | | |
| 9. <i>Provide mechanisms for family and community engagement.</i> | <p>PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS APPENDIX I.</p> <p>Pre-implementation</p> <ul style="list-style-type: none"> • Community asset mapping (Jan 2014) • Research community partnerships for mental health services and counseling (Dec 2014) • Recruit and select for Family and Community Outreach Coordinator (by Oct 2013) • Recruit and select for full-time nurse and health clinic staff (by Jan 2014) • Identify parent engagement calendar (within one month of hiring Family and Community Outreach Coordinator) • Research best practices in parent academy efforts (within one month of hiring Family and Community Outreach Coordinator) <p>Implementation</p> <ul style="list-style-type: none"> • Continue/initiate partnerships with community organizations (as needed) • Host parent and community events (ongoing starting in Sept 2013) | <p>Carrie Hillyard, Director of School Transformation</p> <p>Cathlin Gray, Associate Superintendent of Student, Family, and Community Partnerships</p> <p>Shannon Strieter, Transformational Strategist</p> <p>Dawn Green, Transformational Strategist</p> <p>Caze Co-</p> | Noted within task column |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> Launch Parent Academy (contingent upon plans established by Family and Community Outreach Coordinator) Integrate communication structures based upon best practices Implement parent and family engagement calendar <p>Associated budget \$232,500</p> | principals and various other school-based staff | |
| <p>10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).</p> | <p>PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS APPENDIX I.</p> <p>Pre-implementation N/A - see note below</p> <p>Implementation N/A – see note below</p> <p><i>OTS's design represents a unique case management approach whereby the OTS will maintain a regular presence in the Transformation Zone schools. OTS staff will ensure that the TZ Schools are prioritized not only in talk, but also in action. The OTS will serve as schools' main point of contact with EVSC and will coordinate all central office services for these schools by streamlining supports from multiple offices instead of creating additional bureaucracy. The OTS's support structure will create a "club you want to join" with tangible benefits for low-performing schools, rather than a punitive framework.</i></p> <p><i>As part of the district's broader transformation strategy, EVSC has created an internal unit to hold "itself"</i></p> | <p>Dr. David Smith, Superintendent</p> <p>Carrie Hillyard, Director of School Transformation</p> | <p>(Continued – Already established)</p> |

| | | | |
|--|---|---------------------------------|--------------------------|
| | <p>accountable to results for these schools. This sustainable model not only allows for the district to pilot innovative approaches and frameworks, but allows one unit to directly focus upon the transformation of EVSC's persistently lowest performing schools. The OTS is defined by four overarching responsibilities:</p> <ul style="list-style-type: none"> • Accountability. The OTS is held accountable for rapid gains in student achievement. • Authority. The OTS assumes decision-making authority on school staffing, time, budgets, and programs. • Comprehensive services. The OTS provides core academic and student support services directly or by aligning the services of other programs and supporting partners, who are on subcontracts with the OTS or TZ schools, and builds internal capacity within the schools and by extension, the district. • Embedded, consistent school presence. The OTS maintains an embedded, consistent, and intense relationship with the school(s), requiring a presence in each school three days per week during the transformation period. <p>The OTS will provide targeted support in key functional areas, including offering services that the district does not have the time or expertise to provide.</p> <p>Associated Budget \$490,000</p> | | |
| 11. LEA and, SEA supports school with ongoing, intensive technical assistance and support. | PLEASE REFERENCE THE COMPLETE SCHOOL TRANSFORMATION PLAN AVAILABLE AS APPENDIX I. | Dr. David Smith, Superintendent | Noted within task column |

| | | |
|--|---|---|
| | <p>Pre-implementation N/A - see note below</p> <p>Implementation N/A – see note below</p> <p>OTS's design represents a unique case management approach whereby the OTS will maintain a regular presence in the Transformation Zone schools. OTS staff will ensure that the TZ Schools are prioritized not only in talk, but also in action. The OTS will serve as schools' main point of contact with EVSC and will coordinate all central office services for these schools by streamlining supports from multiple offices instead of creating additional bureaucracy. The OTS's support structure will create a "club you want to join" with tangible benefits for low-performing schools, rather than a punitive framework.</p> <p>As part of the district's broader transformation strategy, EVSC has created an internal unit to hold "itself" accountable to results for these schools. This sustainable model not only allows for the district to pilot innovative approaches and frameworks, but allows one unit to directly focus upon the transformation of EVSC's persistently lowest performing schools. The OTS is defined by four overarching responsibilities:</p> <ul style="list-style-type: none"> • Accountability. The OTS is held accountable for rapid gains in student achievement. • Authority. The OTS assumes decision-making authority on school staffing, time, budgets, and programs. • Comprehensive services. The OTS provides core academic and student support services directly or by | Carrie Hillyard, Director of School Transformation |
|--|---|---|

| | | |
|--|--|--|
| | <p><i>aligning the services of other programs and supporting partners, who are on subcontracts with the OTS or TZ schools, and builds internal capacity within the schools and by extension, the district.</i></p> <ul style="list-style-type: none"> • Embedded, consistent school presence. The OTS maintains an embedded, consistent, and intense relationship with the school(s), requiring a presence in each school three days per week during the transformation period. <p><i>The OTS will provide targeted support in key functional areas, including offering services that the district does not have the time or expertise to provide.</i></p> <p>Associated Budget \$490,000</p> | |
|--|--|--|

➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

In SY 2012-2013, EVSC conducted a search for building administrators. In partnership with Mass Insight Education, a new competency based selection process was created based upon Public Impact's Turnaround Leader competencies. (See index for overview of the selection process which included a panel interview, data analysis exercise and presentation, and teacher observation rubric completion.) The selection process yielded a pool of candidates for the Superintendent to consider for recommendation for EVSC open administrative positions. Although new candidates have been identified for other principal and administrative openings through the EVSC, several candidates remain. OTS will work to screen the available candidates for the co-principal vacancy and create a final step in the selection process to ensure the candidate is the right fit to lead Caze Elementary School in its implementation of the transformation model.

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action: **All** pre-implementation activities, timelines, and budget were noted with the relevant intervention model required elements.

Timeline: **All** pre-implementation activities, timelines, and budget were noted with the relevant intervention model required elements.

Budget: **All** pre-implementation activities, timelines, and budget were noted with the relevant intervention model required elements.

Check Your Work - Additional Requirements for All Models

| Requirement | | Yes | No |
|-------------|--|-----|----|
| 1. | All the elements of the selected intervention model are included. | ✓ | |
| 2. | The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive. | ✓ | |
| 3. | The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year. | ✓ | |

Restart Model

☐ We will implement this model. ☒ We will not implement this model – move to next model.

School Closure

☐ We will implement this model. ☒ We will not implement this model – do not complete.

Turnaround Model

☐ We will implement this model. ☒ We will not implement this model - move to next model.

* The forms for each model listed above were deleted after the LEA reviewed and determined to implement the Transformational Model.

5. Annual Goals for Priority Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - o One English/language arts goal for “all students.”
 - o One mathematics goal for “all students.”
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measurable and aggressive, yet attainable.

| SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals) | Annual Goals | | |
|--|---|---|---|
| | SY 2013-2014 | SY 2014-2015 | SY 2015-2016 |
| Example: 50% of all students are proficient on ISTEP+ mathematics | 75% of all students are proficient on ISTEP+ mathematics | 85% of all students are proficient on ISTEP+ mathematics | 95% of all students are proficient on ISTEP+ mathematics |
| 53.20% of all students are proficient on ELA ISTEP+. | 55.03% of all students will be proficient on ELA ISTEP+. | 57.03% of all students will be proficient on ELA ISTEP+. | 62.37% of all students will be proficient on ELA ISTEP+. |
| 49.80% of all students are proficient on Math ISTEP+. | 52.17% of all students will be proficient on Math ISTEP+. | 54.17% of all students will be proficient on Math ISTEP+. | 59.17% of all students will be proficient on Math ISTEP+. |

II: Budget (See attached Excel file)

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each "tab" for years 2013-2014, 2014-2015, and 2015-2016.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

3) The total amount of funding per year must total *no less than \$50,000 and no greater than \$2,000,000 per year*.

Note: The LEA's budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA's school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (See Attachment D for suggestions)

| Element of the Intervention | Intervention | Resource |
|---|-------------------|---|
| | Federal Resources | |
| Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards | Transformation | Title I Part A, IDEA, Title II |
| Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model | Transformation | Title I, Part A, Title I, School Improvement |

| | | | |
|--|----------------|--|--|
| <i>Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model</i> | Transformation | | Title II, Part A |
| <i>Job-embedded staff development aligned to grant goals to assist English language learners</i> | Transformation | | Title III, Part A - LEP (when applicable) |
| <i>Provide extended learning opportunities for students</i> | Transformation | | Full Service School Community Grant, 21 st Century Learning Communities Grant, Title I, IDEA |
| <i>Provide community and family supports</i> | Transformation | | Full Service Community School Grant |
| State Resources | | | |
| <i>Provide extended time learning opportunities for students</i> | Transformation | | Full Day Kindergarten Grant |
| Local Resources | | | |
| <i>Provide extended time learning opportunities for students</i> | Transformation | | Evansville Department of Parks and Recreation, YMCA, Boys and Girls Club, Boy Scouts, Girl Scouts, EVPL |
| <i>Provide community and family supports</i> | Transformation | | HOLA, Ascension Health, St. Mark's Lutheran, Green River Kiwanis, AmeriCorps, Tri State Food Bank, Big Brother Big Sister, Evansville Christian Life Center, AmeriCorps, Tri State Food Bank |
| | | | |

**Submit all materials in this document,
including the two worksheets in this application to IDOE**

Appendices

Sample Agenda/Sign In Sheet from Collaborative CNA Process

EVSC Office of Transformational Support & School Leadership Team
 "Comprehensive Needs Assessment - Collaborative Analyses Session"
 May 13, 2013 - 3:00 PM (Location: Lincoln School)
 School Teams Present: Case Leadership Team and Lincoln Academic Team

Facilitated by: Carrie Hillyard, OTS Director of School Transformation
 Other LEA participants: Shannon Shetler (OTS), Dawn Greene (OTS), Jane Bartley (OAA),
 Susan Phelps (OAA), Caitlin Gray (O-SCP), Verinda Strubs (OAA)

Agenda/Tasks:

Introduction to 1003g - Data Analyses (Carrie Hillyard)

Task 1. Worksheet 2 - School-Wide Self-Assessment (Carrie Hillyard -
 Facilitator; School/LEA Teams)

Reflective process in determining school-wide effectiveness of
 leadership, instruction, curriculum, data & formative assessments,
 professional development, parents, family, & community, and cultural
 competency.

Task 1a. Self-Assessment - Key Findings and Root Cause Analysis

Task 2. Worksheet 1 - Student and School-wide Data (Carrie Hillyard -
 Facilitator; School/LEA Teams)

Analysis of achievement data using 2011-2012 ISIEP results for
 ELA and Mathematics disaggregated data, including determination of
 severity of subgroup performance and uniqueness of learning needs.

Task 2a. Achievement Data - Key Findings and Root Cause Analysis

Task 3. Student Leading Indicators (Carrie Hillyard - Facilitator; School/LEA
 Teams) Today: Portions ready to analyze are number of school minutes,
 discipline, truancy, and extended learning time.

Analysis of student and teacher-level data such as discipline, student
 attendance/truancy, teacher attendance, teacher evaluation, etc. for
 further analysis of leading indicators of the school's needs.

Task 3a. Leading Indicators - Key Findings and Root Cause Analysis

Sign-In Sheet

| Lincoln Academic Team Member (Print Name): | Signature: |
|--|----------------------|
| Jack Woodard | Jack Woodard |
| Traci Druschte | Traci Druschte |
| Stefanie Candell | Stefanie Candell |
| Julia Drake | Julia Drake |
| Phillip Boone | Phillip Boone |
| Brandon Buck | Brandon Buck |
| Dei Wisart | Dei Wisart |
| Ronnetta Danett | Ronnetta Danett |
| Vicki Crandell | Vicki Crandell |
| Glenda B. Hammett | Glenda B. Hammett |
| Case Leadership Team Member (Print Name): | Signature: |
| Kristylin Beck | Kristylin Beck |
| Janet Ruppert | Janet Ruppert |
| Chad Elford | Chad Elford |
| Lon Madison | Lon Madison |
| Scott Rice | Scott Rice |
| Allen Wilson | Allen Wilson |
| Shelley Vice | Shelley Vice |
| Julie Weller | Julie Weller |
| Theresa Linn | Theresa Linn |
| LEA Support Personnel (Print Name): | Signature: |
| Carrie Hillyard | Carrie Hillyard |
| SHANNON SHETLER | SHANNON SHETLER |
| Lisa Hale-Fachion | Lisa Hale-Fachion |
| Shari Kinnon-Edwards | Shari Kinnon-Edwards |
| Caitlin Gray | Caitlin Gray |
| Jane Bartley | Jane Bartley |
| Susan Phelps | Susan Phelps |



Evansville Teachers Association

701 John Street, Evansville, IN 47713 • 1-800-638-4406 • ETA@Evansville.org

June 6, 2013

To Whom It May Concern:

The Evansville Teachers Association (ETA) is pleased to partner with the Evansville Vanderburgh School Corporation (EVSC) in support of the application to the Indiana Department of Education for the Title I 1003(g) School Improvement Grant (SIG) for Caze Elementary (K-5), Fairlawn Elementary (K-5) and Lincoln School (K-8). The ETA supports a continuation of the work of the Transformation Zone (TZ). The 1003(g) grant will enhance this work and provide the means for continued success and build on this work.

The ETA supports at the highest level the efforts of Caze Elementary (K-5), Fairlawn Elementary (K-5) and Lincoln School (K-8) and their pursuit of the Title I 1003(g) School Improvement Grant.

Sincerely,

Keith Gambill
President

Applications approved by EVSC School Board on June 3, 2013

EVSC School Board Meetings
Evansville Vanderburgh School Corporation

Featured Meetings Agenda Policies Library Search

Agenda

Search

- 1.01 Executive Session
- 2. Opening Items (President/Kiefer)
- 2.01 Roll Call
- 2.02 Pledge of Allegiance
- 2.03 Public Comment Cards
- 2.04 Good News (Vice President Kiefer)
- 3. Consent Items (Dr. Smith)
- 3.01 Consideration of minutes of the May 20, 2013 board meeting
- 3.02 Consideration of Allowance of Payments
- 3.03 Consideration to submit five grant proposals

Agenda Item Details

Meeting Jun 03, 2013 - Regular Board Meeting 5:30 P.M.
Category Consent Items (Dr. Smith)
Subject Consideration to submit five grant proposals
Type Action (Consent)
Board Policy 0122

[Grant Proposals June 3 2013 Updated.pdf \(12 KB\)](#)

Board Policy # 0122

| Teacher | School | Grant Name | Source | Amount |
|--|-------------------------------|--------------------------------|-------------------------------|--|
| Tammi Lettner | Culver Family Learning Center | Wal-mart Grant | Wal-Mart | \$50.00 |
| Dollars would be used to purchase materials for fine motor activities and utilize them with preschoolers in their classroom environments. | | | | |
| Audra Offutt | Vogel Elementary School | Achieve 3000 Program | Dollar General Literacy Grant | \$2,500.00 |
| Dollars would help to expand our 6th grade Achieve 3000 Program. We currently have 23 seats and would like to add an additional 70 seats so all students can participate. | | | | |
| Carrie Hillyard | Caze | 1003G School Improvement Grant | IDOE | 3yr. grant up to \$2,000,000.00 per year |
| Carrie Hillyard | Lincoln | 1003G School Improvement Grant | IDOE | 3yr. grant up to \$2,000,000.00 per year |
| Lisa Hale | Fairlawn | 1003G School Improvement Grant | IDOE | 3yr. grant up to \$2,000,000.00 per year |
| EVSC aims to provide outstanding educational opportunities for all students. This grant opportunity allows the district to secure additional funding to put interventions, additional personnel, and other necessary community partnerships in place to support the continued transformation of these priority schools. | | | | |
| The Indiana Department of Education is conducting a fourth round of 1003g competitive School Improvement Grant (SIG) opportunities. SIG, authorized under section 1003g of the Title I of the elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State Education Agencies (SEAs) that SEAs use to make competitive sub-grants to Local Education Agencies (LEAs) that demonstrate the greatest need for funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of the students in the lowest-performing schools. | | | | |

TZ Team Training Agenda (4/13/13 – 8am-2pm)



Unbound Thinking,
Unlocking Possibilities.

Day 1 Theme:

High Academic Expectations: Planning & Delivering Lessons, & Engaging Students

8:00 – 8:15 **Welcome & Office of Transformational Support Message - Carrie Hillyard**

8:15 – 8:45 **Overview/Explanation of Demonstration Assessment/Introduction to Rubric**

8:45 – 9:45 **Session 1: Begin with the End (Facilitator: Shannon Strieter)**
• Thread: Planning that Ensures High Academic Achievement
• TAP Alignment: IP; A; S & O; LSP; AM

9:45 – 9:55 **Break**

9:55 – 10:40 **Session 2: Check for Understanding (Facilitator: Ronnetha Darrett)**
• Thread: Structuring & Delivering Your Lessons
• TAP Alignment: IP; A; S & O; LSP; AF; GS; TKS

10:40 – 10:50 **Break**

10:50 – 11:35 **Session 3: No Opt Out (Facilitator: Shannon Strieter)**
• Thread: Setting High Academic Expectations
• TAP Alignment: EX; Q; AF; TH

11:35 – 12:00 **Box Lunch**

12:00 – 12:45 **Session 4: Improving Your Pacing (Facilitator: Shannon Strieter) - Assembly Hall**
• Thread: Additional Techniques for Creating a Positive Rhythm in the Classroom
• TAP Alignment: IP; LSP

12:45 – 12:55 **Break**

12:55 – 1:40 **Session 5: Cold Call (Facilitator: Emily Smith-McCormick)**
• Thread: Engaging Students in Your Lessons
• TAP Alignment: EX; MS; Q

1:40 – 2:00 **Questions/Next Steps/Closure**

TZ Team Training Agenda (2/23/13 - 8am-2pm)



Unbound Thinking,
Unlocking Possibilities.

Day 2 Morning Theme:

High Behavioral Expectations and Performance Assessments

8:00 - 8:15 Overview/Reflection (Carrie Hillyard and Shannon Strieter) - Assembly Hall

8:15 - 9:00 Break-Out Session

A. **100%** (Facilitator: Shannon Strieter) - Assembly Hall

- Thread: Setting and Maintaining High Behavioral Expectations
- TAP Alignment: Expectations; Managing Student Behavior; Respectful Culture; Motivating Students

B. **Positive Framing** (Facilitator: Tammy Dexter) - Flex Lab West

- Thread: Building Character and Trust
- TAP Alignment: Expectations; Managing Student Behavior; Respectful Culture; Motivating Students

C. **Threshold** (Facilitator: Ami Magunia) - Flex Lab East

- Thread: Setting and Maintaining High Behavioral Expectations
- TAP Alignment: Expectations; Managing Student Behavior; Respectful Culture; Motivating Students

9:00 - 9:10 **10 Minute Break/Transition**

9:10 - 12:00 Demonstrations Begin! (All classrooms are in the NTH hallway)

- Group 7: Room 2 (Shannon Strieter & Douglas Chinn)
- Group 8: Room 19 (Brynn Kardash & Emily Smith-McCormick)
- Group 9: Room 3 (Ami Magunia, Deborah Hartz, & Angela Oliver)
- Group 10: Room 4 (Mary Schweitzer & Helene Baum)
- Group 11: Room 15 (Tammy Dexter & Cyndie Carneal)
- Group 12: Room 20 (Ronnetha Garrett & Dale Naylor)

12:00 - 12:30 **Sack Lunch (Your group may choose to do a grab and go lunch. Each group should decide.)**

12:30 - 2:00 Demonstrations Continued:

- Group 7: Room 2 (Shannon Strieter & Douglas Chinn)
- Group 8: Room 19 (Brynn Kardash & Emily Smith-McCormick)
- Group 9: Room 3 (Ami Magunia, Deborah Hartz, & Angela Oliver)
- Group 10: Room 4 (Mary Schweitzer & Helene Baum)
- Group 11: Room 15 (Tammy Dexter & Cyndie Carneal)
- Group 12: Room 20 (Ronnetha Garrett & Dale Naylor)

Need some extra help selecting your breakout session today?

Check out what some of your colleagues had to say after last week!

| 100% (Assembly Hall) | Positive Framing (Flex Lab West) | Threshold (Flex Lab East) |
|--|---|---|
| <ul style="list-style-type: none"> • Thank you! I feel more confident to be more calm and smooth with students and behavior. • Great reminder and fantastic table discussions! • Very applicable to my classroom. | <ul style="list-style-type: none"> • A good reminder about things. I always try to create a positive environment. • Useful information! I can implement my 2 successfully! • I like that we were challenged to start with two of the six techniques. | <ul style="list-style-type: none"> • Nice conversations! • Very informative and practical! • Very useful! • Loved it! Thank you! • Principal feedback, "I saw teachers trying this technique first thing Monday morning and it was going really well!" |

- * denotes a required element. Every participant **MUST** attain a score in each.
- A score of 2 or 4 may be earned.
- Descriptors are **NOT** a comprehensive checklist, but holistic in nature.
- Participants **MUST** earn a score of 3, 4, or 5 **WITHOUT** rounding in each of the following categories to pass the training: Active participation, Lesson planning, and 2 techniques in demonstration (average score).
- Participant will choose two unique techniques to demonstrate. Lesson planned for demonstration must adequately allot the proper time to demonstrate the chosen techniques. If lesson planned does not adequately allot time, participant will not score above 2 for the technique.

Score Sheet:

| | |
|--|---|
| Teacher Name: | Scores: |
| *Section #1: Active Participation | |
| *Section #2: Lesson Planning (Begin with the End) | |
| *Section #3: Additional Techniques in Instructional Delivery Demonstration <i>(Average of two choice technique scores below)</i> | <i>Average of two choice technique scores below</i> |
| Choice Technique #1: | |
| Choice Technique #2: | |

| Participant | Participant (S) | Participant (S) | Participant |
|---|---|--|---|
| <p>Section 1.1 Active Participants</p> <p>Score =</p> | <ul style="list-style-type: none"> Participates consistently by sharing enlightening ideas, thoughts and/or relevant questions and detailed explanations in class. Effectively utilizes opportunities not time to practice and develop classroom techniques. Formulates all questions or comments respectfully and in a timely manner. Does not dominate over others. Provides relevant input in all class conversations. Consistently manages technology without disruption. Carries extensively prepared and math resources and materials. Provides occasionally specific, constructive feedback to peers. Occasionally reflects and/or welcomes constructive feedback to improve individual practices. Reflects on progress and proficiency of techniques as a how and learning can be applied to increase effectiveness of instruction. Arrives on time and ready to engage in all activities. | <ul style="list-style-type: none"> Participates frequently by sharing personal experiences, ideas, and/or surface level questions and answers. Values opportunities and time to practice and develop classroom techniques. Provides most comments or concerns respectfully and in a timely manner. Does not unfairly dominate over others. Mostly originates from debate conversations. Manages technology without disruption. Seems mostly prepared with resources and materials. Provides mostly specific, constructive feedback to peers. Occasionally reflects and/or welcomes constructive feedback to improve individual practices. Arrives on time and ready to engage in all activities. | <ul style="list-style-type: none"> Participates Daily or near-daily participant. Formulates questions or comments infrequently. Does not effectively utilize opportunities and time to practice and develop classroom techniques. Shows negative personal experiences without responding to growth/development opportunities. Declines to communicate over others. Frequently participates in debate conversations. Increase their own learning or learning of others with technology. Does not carry prepared with resources and materials. Does not provide feedback to peers or reflect on feedback. |
| <p>Evaluator feedback/evidence:</p> | | | |

| Unit | Topic | Learning Objectives | Learning Activities | Assessment |
|---|---|--|---|------------|
| Lesson 12 Lesson Planning Begin with the End in mind Recommendation: <ul style="list-style-type: none"> • If it's technique for writing objectives in the lesson plan | <p>Planning –</p> <ul style="list-style-type: none"> • Develop a yearly, or semester unit planning (note that 3 days including demonstration) • Identify content that is aligned to grade-appropriate Indiana Academic or Common Core State Standards and provide justification for students' written lesson • Explicitly bases an objective for each lesson • Determine how students will be assessed for each objective • Provides differentiated lesson activities that clearly align with the objectives and assessments and allow for students' needs <p>Teacher feedback/evidence:</p> <p>Teacher effectively creates that student learning objectives are:</p> <ul style="list-style-type: none"> • <i>Measurable</i> – are objectives first and determine what activities that lesson plan include, are measurable, and are written in their (measurable) language • <i>Important</i> – Every objective is higher order, demonstrates student learning outcomes, and have a measurable end point of time and thinking. Students can articulate what they are learning and why it is or isn't. • <i>Relevant</i> – Demonstrate fair and valid assessment of mastery. • <i>Manageable</i> – can be reached within the time of the lesson | <p>Planning –</p> <ul style="list-style-type: none"> • Minimum planning (at least 3 days including demonstration lesson) • Includes content that is aligned to grade-appropriate Indiana Academic or Common Core State Standards • Plans an objective for each lesson • Determine how students will be assessed for each objective • Provides lesson activities that mostly align with the objectives and assessments | <p>Planning –</p> <ul style="list-style-type: none"> • Focus only planning for demonstration lesson • Includes content that is not grade-level appropriate and/or not aligned to Indiana Academic or Common Core State Standards • Focus to lesson objective is objective is creating? • Does not determine a time objective can be assessed for objectives • Provides lesson activities that do not align with the objectives and/or assessments | |
| | <p>Teacher feedback/evidence:</p> <p>Teacher effectively creates that student learning objectives are:</p> <ul style="list-style-type: none"> • <i>Measurable</i> – are objectives first and determine what activities that lesson plan include, are measurable, and are written in their (measurable) language • <i>Important</i> – Every objective is higher order, demonstrates student learning outcomes, and have a measurable end point of time and thinking. Students can articulate what they are learning and why it is or isn't. • <i>Relevant</i> – Demonstrate fair and valid assessment of mastery. • <i>Manageable</i> – can be reached within the time of the lesson | <p>Teacher feedback/evidence:</p> <p>Teacher effectively creates that student learning objectives are:</p> <ul style="list-style-type: none"> • <i>Measurable</i> – are objectives first and determine what activities that lesson plan include, are measurable, and are written in their (measurable) language • <i>Important</i> – Every objective is higher order, demonstrates student learning outcomes, and have a measurable end point of time and thinking. Students can articulate what they are learning and why it is or isn't. • <i>Relevant</i> – Demonstrate fair and valid assessment of mastery. • <i>Manageable</i> – can be reached within the time of the lesson | | |

| Section 3: Additional Techniques in Instructional Delivery Documentation (Section 3 Score = average of two sub-sections) | | | |
|---|--|--|--|
| Score #1 | Score #2 | Score #3 | Score for Section 3 (Do not round) |
| <p>For each row, circle the number that best describes the level of implementation of the practice in your classroom. The number chosen does not necessarily reflect the level of implementation of the practice in all classrooms. The chosen number will be used to calculate the score for this section.</p> | | | |
| Instructional Practice | 1 | 2 | 3 |
| <p>No Opt Out</p> <p>Check for Understanding</p> | <p>1 <i>Teacher does not work with a verbalizer or nonverbal learner or uses a "I don't know" or "I'm unsure" as a strategy to answer. Teacher does not effectively implement a 4-part format.</i></p> <ul style="list-style-type: none"> Teacher provides the answer. Teacher provides the answer to the student who has the initial student response to the answer. Teacher provides a cue; the student finds the answer. Teacher student provides a cue; the initial student uses it to find the answer. Teacher asks the student to explain the answer through follow-up questioning. <p>2 <i>Teacher does not check for understanding. The teacher maintains every opportunity to:</i></p> <ul style="list-style-type: none"> Align formative assessment with learning objectives. Create preparation for formative assessment with clear instructions and specific exit tickets. Provide student regular opportunities to demonstrate mastery in different ways. Give a cue to the student through an alternative method such as pointing at the answer. Use data to determine student understanding. Use exit tickets as teaching. Use data to plan and monitor progress. | <p>3 <i>Teacher does not work with a verbalizer or nonverbal learner or uses a "I don't know" or "I'm unsure" as a strategy to answer. Teacher does not effectively implement a 4-part format.</i></p> <ul style="list-style-type: none"> Teacher provides the answer. Teacher student provides the answer. Teacher provides a cue; the student finds the answer. Teacher student provides a cue; the initial student uses it to find the answer. <p>4 <i>Teacher does not check for understanding. The teacher must (but may) make some opportunities to:</i></p> <ul style="list-style-type: none"> Align a formative assessment with learning objectives. Create preparation for formative assessment with clear instructions and specific exit tickets. Provide student regular opportunities to demonstrate mastery in different ways. Give a cue to the student through an alternative method such as pointing at the answer. Use data to determine student understanding. Use exit tickets as teaching. Use data to plan and monitor progress. | <p>5 <i>Teacher does not work with a verbalizer or nonverbal learner or uses a "I don't know" or "I'm unsure" as a strategy to answer. Teacher does not effectively implement a 4-part format.</i></p> <ul style="list-style-type: none"> Teacher provides the answer. Teacher student provides the answer. Teacher provides a cue; the student finds the answer. Teacher student provides a cue; the initial student uses it to find the answer. <p>6 <i>Teacher does not check for understanding. The teacher must (but may) make some opportunities to:</i></p> <ul style="list-style-type: none"> Align a formative assessment with learning objectives. Create preparation for formative assessment with clear instructions and specific exit tickets. Provide student regular opportunities to demonstrate mastery in different ways. Give a cue to the student through an alternative method such as pointing at the answer. Use data to determine student understanding. Use exit tickets as teaching. Use data to plan and monitor progress. |

| Indicator | Exemplary | Proficient | Unsatisfactory (3) |
|-----------------------------|---|--|---|
| | When calling on students to answer, teacher maintains every opportunity for every student to participate. | When calling on students to answer, teacher monitors but notifies nonresponders to participate. | When calling on students to answer, teacher asks: |
| | <ul style="list-style-type: none"> Freely asks - Students know it is coming. Seamless - Questions go quickly clearly, as desired in everyday. Positive - Questions foster positive engagement and are respectful to an extent and positive tone - not a "gotcha." Sequenced - Sequence starts with simple questions and progress to more rigorous follow up questions. | <ul style="list-style-type: none"> Indiscernible - Students know it is coming. Systematic - Questions go quickly clearly, as desired in everyday. Positive - Questions foster positive engagement and are respectful to an extent and positive tone - not a "gotcha." Sequenced - Sequence starts with simple questions and progress to more rigorous follow up questions. | <ul style="list-style-type: none"> Stems from a student's prior knowledge. Seemingly - Questions go quickly clearly, as desired in everyday. Positive - Questions foster positive engagement and are respectful to an extent and positive tone - not a "gotcha." Satisfied - Sequence starts with simple questions and progress to more rigorous follow up questions. |
| Coil Call | | | |
| Improving Your Pacing | The teacher effectively: | The teacher adequately: | The teacher essentially: |
| "Thirty Minute | <ul style="list-style-type: none"> Plans for each minute of class time. Prioritizes the most critical to deliver throughout an agenda. Uses time to manage class time. Engages students in every class. Values time as a goal. | <ul style="list-style-type: none"> Plans for each minute of class time. Prioritizes the most critical to deliver throughout an agenda. Uses time to manage class time. Engages students before class. | <ul style="list-style-type: none"> Plans for each minute of class time. Prioritizes the most critical to deliver throughout an agenda. Uses time to manage class time. Engages students before class. |
| "Work the Clock | | | |
| The Hook | Teacher effectively integrates a lesson hook that: | Teacher adequately integrates a lesson hook that: | Teacher integrates a lesson hook that: |
| | <ul style="list-style-type: none"> Short - a few minutes at most. Engaging and optimistic. A compelling narrative in the push of the lesson. | <ul style="list-style-type: none"> Short - a few minutes at most. Engaging and optimistic. A compelling narrative in the main objective of the lesson. | <ul style="list-style-type: none"> Not engaging and optimistic. Not a compelling narrative in the main objective of the lesson. Used not to lesson's objective. |
| Rate | Teacher effectively: | Teacher adequately: | The teacher: |
| | <ul style="list-style-type: none"> Balances the cognitive efforts that the students are doing with the speaking, listening, writing, and analyzing that the students are ready and the teacher is doing in class. Ensures students are doing larger shares of the right work that is focused, aligned, and productive. Implements a variety of methods to up the ratio in class. | <ul style="list-style-type: none"> Balances the cognitive efforts that the teacher is doing with students are doing some of the speaking, thinking, writing, and analyzing that students are ready. Ensures students are doing the right work that is focused, aligned, and productive. Implements a variety of methods to up the ratio in class. | <ul style="list-style-type: none"> Balances the cognitive efforts that the teacher is doing with students are doing little of the speaking, thinking, writing, and analyzing that students are doing every little. Provides work that is not focused, aligned, and/or productive. Implements a variety of methods to up the ratio in class. |
| Evaluator feedback/evidence | | | |

SCHOOL TURNAROUND GROUP

MASS INSIGHT EDUCATION

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EXTERNAL PARTNERSHIP – STATEMENT OF ASSURANCE

It is understood the Evansville Vanderburgh School Corporation is applying for a Title I, Section 1003(g) School Improvement Grant through the Indiana Department of Education to implement in the 2013-2014 school year and potentially in succeeding years based on funding approval. We are assuring our support of the following checked school(s) if a grant is awarded through this application:

| | | | | |
|---------------------------------------|---|--|---|--|
| <input type="checkbox"/> Evans School | <input type="checkbox"/> Fairlawn Elementary School | <input checked="" type="checkbox"/> Lincoln School | <input type="checkbox"/> McGary Middle School | <input checked="" type="checkbox"/> Caze Elementary School |
|---------------------------------------|---|--|---|--|

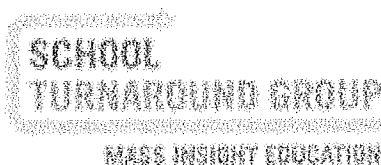
→ If the school above received the 1003(g) grant, the checked element(s) listed below would be supported by our organization:

- ☒ Institute a system for measuring changes in instructional practices resulting from professional development.
- ☒ Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff.
- ☒ Establish schedules and implement strategies that provide increased learning time.
- ☒ Provide ongoing mechanisms for family and community engagement.
- ☒ Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
- ☒ Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.
- ☒ Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students.
- ☒ Using technology-based supports.
- ☒ Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments.
- ☒ Provide social-emotional and community-oriented services/supports
- ☒ Provide intensive technical assistance and support.

Signature  (Mass Insight Education, President)

June 7, 2013

Date 6/7/13



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Proposed Delivery of Services (Pending Board Approval in September 2013)

The proposed partnership will make progress towards establishing EVSC as the highest performing urban school system in Indiana by supporting the work started in SY 2012-2013:

- 1) At least one "Transformation Zone" for school turnaround, in which a cluster of low-performing schools receive greater site-level flexibility over operating conditions, in exchange for strong support and accountability;
- 2) An Internal Office of Transformational Support in the central office, responsible for providing services and support to the schools in the Partnership Zone;
- 3) A performance monitoring strategy to support the expansion of the Equity framework to additional clusters;
- 4) Provide professional development and curriculum support to ensure rigorous instructional climates in all TZ schools;
- 5) A strategic plan for the expansion of the Partnership Zone design and Equity framework to EVSC writ large.

Deliverable #1: Implementation Support and Strategic Development of TZ (June 2013 – June 2014)

This concept will involve implementing the Transformation Zone and creating a strategy and structure for sustainability beyond the initial Transformation Zone initiative. Work during this scope will include early monitoring and evaluation of the implementation, developing a sustainability plan, and creating a strategy to roll out similar models of autonomy, accountability, and differentiated support across EVSC. This phase will also include any necessary adjustments to the OTS to improve management functions of schools.

Phase III Objectives:

- * To support the implementation of the TZ initiative
- * To build principal capacity and develop long term human capital strategies to sustain and build upon progress made
- * To develop a community of practice and turnaround expertise within the TZ and EVSC
- * To develop a system-wide plan to roll out the TZ model and Equity framework across the EVSC

Project #1: Implement TZ and school performance monitoring systems and processes

Subprojects and activities:

- 1.1 Implement school performance monitoring system in partnership with EVSC/OTS/TZ leadership
- 1.2 Provide any additional trainings needed to implement the performance monitoring system
- 1.3 Review and refine performance monitoring systems and protocols as needed

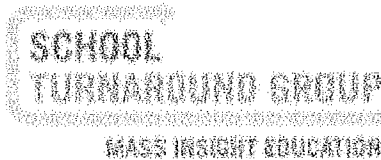
Deliverables:

- 1.a Support for performance monitoring

Project #2: Support and refine TZ implementation

Subprojects and activities:

- 2.1 Launch the first cluster(s) of schools in the TZ
- 2.2 Provide ongoing support for implementation of school transformation plans/strategic plans
- 2.3 Meet with OTS and school leaders at the end of the first quarter to get feedback on school planning documents and implementation
- 2.4 Conduct site visits to TZ schools, including after-school and wraparound service providers, and identify strengths, gaps, and needs
- 2.5 Conduct impact evaluation to measure fidelity of implementation, early gains, and impact of strategic partnerships
- 2.6 Support capacity building within teacher support, leadership coaching, and teacher/administrator evaluation
- 2.7 Support implementation of the communications and community engagement strategy



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- 2.8 Review TZ Implementation
- 2.9 Provide just-in-time advising and leadership support
- 2.10 Refine recruitment and staffing plan for SY 2014-2015
- 2.11 Provide ongoing support for recruitment and staffing efforts for the TZ schools
- 2.12 Provide ongoing technical assistance as needed to the OTS

Deliverables:

- 2.a Recommendations for refined TZ implementation for the 2014-15 school year
- 2.b Implementation tools and resources
- 2.c Technical support
- 2.d Ongoing advising and capacity building
- 2.e Recruitment and staffing strategy and implementation support
- 2.f Just-in-time consulting (as needed)

Project #3: Plan for TZ sustainability and EVSC-wide scaling

Subprojects and activities:

- 3.1 Financial analysis of TZ and OTS sustainability and development needs
- 3.2 Develop formal structures for strategic partner collaboration and communication at the feeder district and school levels
- 3.3 Revise communications and community engagement strategy as needed
- 3.4 Utilize the Advisory Council to create demand and support for district-wide scaling
- 3.5 Lead focus groups of teachers, parents, OTS/TZ/district staff and other critical stakeholder groups regarding scaling
- 3.6 Codify key design principles, turnaround framework, and success from the first year of implementation
- 3.7 Conduct research on scaling turnaround models and frameworks for autonomy
- 3.8 Analyze district data to identify critical levers and barriers and determine any necessary phasing for the roll out of the TZ design and Equity framework across the district
- 3.9 Analyze district central office structure to determine any reorganization needed to support scaling

Deliverables:

- 3.a Financial Sustainability Report
- 3.b Revised communications and engagement strategy
- 3.c Facilitated focus group sessions
- 3.d EVSC readiness assessment
- 3.e Strategic expansion plan

Deliverable #2: Direct Instructional Support to TZ through MIE's Pre-AP Program (January 2014 – June 2014)

Mass Insight Education (MIE) proposes to build, in collaboration with EVSC, upon the district's instructional rigor focus by leveraging the expertise of MIE's Massachusetts Math & Science Initiative (MMSI) to expand the educational opportunities available to students in EVSC and the TZ. The comprehensive program includes teacher training, content coaching, and multiple student supports.

Objectives:

- * To build infrastructure at schools throughout the TZ to support programmatic objectives and policy recommendations from phase I
- * To create the necessary conditions for the TZ, particularly those related to compensation rules and scheduling
- * To create a student enrollment strategy for pre-AP
- * To establish performance monitoring systems
- * To establish the Pre-AP training schedule for teachers, school leadership, and key district staff

Project #1 Reconfigure school schedules across the TZ for pre-AP curricula planning purposes

Subprojects and activities:

- 1.1 Meet with relevant stakeholders to solicit input on a revised school schedule
- 1.2 Develop a common school schedule cluster-wide that takes into account individual school needs and prioritizes professional development and vertical team planning in collaboration with central office staff and union leadership

Deliverables:

- 1.a Common school schedule (student and teacher level)
- 1.b Letter of Agreement from all staff

Project #2: Alignment of curricula and professional development

Subprojects and activities:

- 2.1 Organize time for collaborative planning within vertically integrated, content-area strands (e.g., 8th grade algebra teachers meet with 9th grade teachers) to align elementary and middle school curriculum to AP rigor
- 2.2 Review of pre-AP by MIE instructional experts to ensure that it follows a scaffold progression that will put students on a trajectory towards success in AP coursework
- 2.3 Establish a professional learning community for principals and lead instructional staff members across the CSC that meets regularly to discuss challenges and develop solutions
- 2.4 Identify an EVSC staff member to guide and support schools in the development of the professional learning communities
- 2.5 Develop a plan for data support of, and training for, school teams
- 2.6 Determine dates/times for structured formative data discussions among vertical teams at both the school and cluster levels, led by the MIE data specialist, and for the administration of common assessments

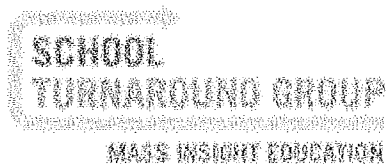
Deliverables:

- 2.a Collaborative planning time protocols
- 2.b Materials to assist in the alignment of AP standards to district curriculum
- 2.c Professional learning community format and discussion points
- 2.d Analysis of formative student data and alignment of this data to AP and Common Core standards
- 2.e Training of school personnel in data analysis and curricula
- 2.f Cluster-wide common assessments that are also aligned to AP and Common Core standards

Project #3: Facilitate Pre-AP Training for teachers, school leadership, and key district personnel

Subprojects and activities:

- 4.1 Schedule Pre-AP Institute teacher training
- 4.2 Schedule Pre-AP Institute administrator and key district personnel training



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- 4.3 Execute Pre-AP Institute teacher training
- 4.4 Execute Pre-AP Institute administrator and key district personnel training
- 4.5 Select Pre-AP Lead Teachers to provide leadership and mentoring during vertical team planning meetings
- 4.6 Execute Pre-AP Lead Teacher Workshops

Deliverables:

- 4.a Pre-AP Summer Institute teacher training materials
- 4.b Pre-AP Summer Institute administrator training materials
- 4.c Lead Teacher selection model and materials
- 4.d Pre-AP Lead Teacher Workshop materials

PROPOSED DRAFT

External Partnerships - Statement of Assurance



It is understood the Evansville Vanderburgh School Corporation is applying for a Title I, Section 1003(g) School Improvement Grant through the Indiana Department of Education to implement in the 2013-2014 school year (and potentially in succeeding years based on funding approval.) We are assuring our support of the following checked school(s) if a grant is rewarded:

| | | | | |
|---|--|---|--|--|
| <input checked="" type="checkbox"/> Evans School | <input checked="" type="checkbox"/> Fairlawn Elementary School | <input checked="" type="checkbox"/> Lincoln School | <input checked="" type="checkbox"/> McGary Middle School | <input checked="" type="checkbox"/> Case Elementary School |
|---|--|---|--|--|

→ If the school above received the 1003(g) grant, the checked element(s) listed below would be supported by our organization:

- ☒ Institute a system for measuring changes in instructional practices resulting from professional development.
- ☐ Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff.
- ☐ Establish schedules and implement strategies that provide increased learning time.
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- ☐ Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments.
- ☐ Provide social-emotional and community-oriented services/supports
- ☒ Provide intensive technical assistance and support.

A handwritten signature in dark ink, appearing to read "D. Diehl", is written over a horizontal line.

Signature

May 13, 2013

Date



Scope of Work and Deliverables

Diehl Consulting proposes a performance monitoring system for external partners and an evaluation design yielding process- and outcome-level data designed to measure the goals and objectives of the school improvement grant. Specific deliverables are provided below.

Deliverable 1: Develop and implement a comprehensive performance monitoring system for external SIG partners programs and services.

- Serve as a liaison between external partners and the school in identifying and monitoring progress toward partnership expectations, including alignment with school improvement goals. Quantitative and qualitative methodology includes partner interviews, performance monitoring tools, and program/service fidelity instruments. System to be integrated within the Office of Transformation and Support.
- In order to draw accurate conclusions about the consistent impacts of a given program, it is important to know that the program is implemented with fidelity. At a minimum, the proposed fidelity measures will assess dosage/exposure to the program (e.g., program attendance, participant demographics), participant responsiveness (i.e., participant feedback related to the program), and quality of program delivery. As applicable, Diehl Consulting also proposes to measure the extent to which program delivery adheres to any available program curricula.

Deliverable 2: Support all SIG required performance reporting

- Diehl Consulting will work with EVSC to ensure the reliability and validity of information reported as part of grant requirements. Based on prior experience, two areas of support are described below. However, if new requirements are identified, Diehl Consulting will align processes to address required reporting.
 - Diehl Consulting proposes to complete selected sections of the SIG monthly data dashboard related to student attendance and out-of-school suspensions. While these indicators (to be defined) will also be included in the quarterly and year-end reporting, this monthly evaluation will be critical as it will allow interested parties from the schools, district, and state to review formative evaluation results from a common source more frequently.
 - Additional SIG requirements include the Staff Culture Survey, which will be administered two to three times within an academic year. These surveys will assess staff perceptions of school culture by ability and commitment levels. While results of these surveys will be summarized in the monthly data dashboard as available, detailed results will also be shared with individual schools in formal reports.

Deliverable 3: Provide quarterly benchmark reports and facilitate data discussions related to recommended core SIG indicators (e.g., suspensions, attendance)

- Following each academic quarter, Diehl Consulting proposes to prepare scorecards outlining each school's progress toward SIG targets and other relevant indicators related to student attendance and discipline. Scorecards will include an overall presentation of current performance relative to the established targets as well as graphic breakdowns of each indicator by grade level and

demographic variables. As appropriate, comparison data from the corresponding time periods from previous years will also be included.

- A key component of the quarterly benchmarking will be to facilitate discussion around the scorecards. Diehl Consulting proposes to meet with each school quarterly to ensure understanding of the data presented.

Deliverable 4: Develop and implement a comprehensive logic model and evaluation plan linked to SIG goals, and prepare formative and summative evaluation reports.

- Diehl Consulting proposes an evaluation design yielding process- and outcome-level data designed to measure goals and objectives. To accomplish this, a logic model will be further aligned with school improvement plans. Specific elements include: (a) gaps or needs to be addressed; (b) goals to be accomplished; (c) short- and long-term objectives; (d) activities/program inputs; (e) process measures; and (f) outcome measures. An evaluation plan will be developed based on the objectives and indicators outlined within the logic model. The plan will include the evaluation design and methods (e.g., participants, procedures, instruments), along with proposed data analysis procedures. Methodology will include school-level climate and student/family engagement surveys, staff instructional practice assessments, and collaborative practice and use of data inventories. Methods will be aligned to meet the school's unique needs.
- While it is expected that program evaluation will be ongoing, the formal report will represent the capstone of the annual evaluation. The report(s) is expected to include a comprehensive review of all evaluation findings. Included with the formal reporting deliverable will be meetings during which evaluation results will be discussed and used in the formulation of action plans.

Deliverable 5: Provide further evaluation of specific programs and services offered by schools as part of SIG efforts.

- Based on guidance from the school principal, staff, and district, Diehl Consulting will provide ongoing evaluation support to further examine data. This support may involve further analyses of indicators and subgroups, or short-term evaluation of specific school strategies to provide feedback related to implementation.



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Capacity and Experience

Diehl Consulting provides objective and supportive evaluation and consultation to individuals, businesses, schools, and community organizations working to make an impact. With extensive experience in conducting research and evaluation projects in the areas of youth and community development, education, and needs assessments related to overall community services, Diehl Consulting is highly qualified to provide evaluation services associated with the Evansville Vanderburgh School Corporation's School Improvement Grant.

Diehl Consulting offers a package of coordinated evaluation solutions. Components of the solutions package include: (a) assessment of organizational needs, development of action plans, goals, and objectives, and creation of evaluation designs/protocols; (b) ongoing technical assistance to monitor progress and the use of quantitative and qualitative data to drive decision-making, along with development of data tracking systems and database management; (c) consultation in community education and program development; (d) staff development and training; and (e) statistical analyses and communication of results to a variety of audiences (formal reports, evaluation briefs, presentations, etc.).

Core areas of competence supporting achievement of specific deliverables associated with the proposed services include: (a) experience in developing and implementing performance monitoring systems for external partners, (b) experience in conducting large-scale evaluations, and (c) specific experience in evaluating school improvement grants. Examples of this work include:

A. Experience in developing and Implementing Performance Monitoring Systems

- **Core Competence Process for Say Yes Buffalo, NY.** Partnering with the American Institutes for Research in developing a Core Competence process for community-school partners. Diehl Consulting led the development of the process and is currently facilitating collection of data from community stakeholders to identify organizations that are providing high quality services for schools.
- **Evaluation of Chicago Public Schools Community School Initiative.** Partnering with the American institutes for Research in the evaluation of the Chicago Public Schools Community School Initiative. Diehl Consulting led the development of a community school implementation rubric, which includes assessment of aspects of school-community partnership functioning.
- **Evansville Vanderburgh School Corporation Full Service Schools:** Served as the lead evaluator of the EVSC's comprehensive full-service community school model. Methods include development of implementation tools associated with school-community partnerships and assessment of collaborative functioning.

B. Experience in Conducting Large-scale Evaluations

- ***Math and Science Partnership Statewide Evaluation.*** Diehl Consulting served as statewide evaluators for the Math and Science Partnership Grants. This work involved collecting and organizing various local evaluations and creating a consistent reporting framework to inform statewide evaluation.
- ***Safe Schools/Healthy Students Evaluations.*** The Safe Schools/Healthy Students (SS/HS) Initiative is a competitive discretionary grant program supported by the U.S. Departments of Education, Health and Human Services, and Juvenile Justice. Diehl Consulting served as an Evaluation Specialist to the *National Center for Mental Health Promotion and Youth Violence Prevention: Safe Schools/Healthy Students Initiative Technical Assistance* providers on behalf of the U.S. Departments of Education, Health and Human Services, and Juvenile Justice. In this capacity, Diehl assisted six school districts in the development of comprehensive logic models and evaluation planning (e.g., Los Angeles Unified School District, California; Albuquerque Public Schools, New Mexico). Also, Diehl has been invited to speak on several occasions to new SS/HS grantees. In addition, Diehl Consulting has evaluated SS/HS grants for three school and community collaborations: (a) the Evansville Vanderburgh School Corporation (EVSC), (b) the Metropolitan School District of Mount Vernon (MSD of Mount Vernon) and partnering school districts of North Posey, New Harmony, North Gibson, South Gibson, East Gibson, Warrick County, and the Catholic Diocese of Evansville, and (c) Perry Central School Corporation.
- ***Various Federal grant evaluations.*** Over the last ten years, Diehl Consulting has evaluated various large-scale state and federal grant programs offered through the Indiana and US Dept. of Education, including 21st Century Community Learning Centers, Carol White Physical Education and Health, Safe Schools/Healthy Students, Full Service Community Schools Grant, and 1003g Grants.

C. Specific Experience in Evaluating School Improvement Grants

- ***Evaluator for EVSC 1003g School Improvement Grants (2010-2013):*** Collaborated with school and district administration to develop a comprehensive logic model and evaluation plan linked to SIG goals for Evans School, McGary Middle School, and Glenwood Leadership Academy. Implementation of the evaluation plan involved assembling process- and outcome-level data aligned with the objectives and indicators outlined within the logic model, as well as production and discussion of formative and summative evaluation reports. Mid-course (monthly, quarterly) analysis and facilitated discussion around key data points helped to ensure progress toward grant targets.

Diehl Consulting projects are managed by one of the team's consultants. In doing so, we emphasize the importance of collaboration both within our own organization and with client organizations. Currently, Diehl Consulting is comprised of four full-time consultants, two research coordinators, and support staff. In addition, a number of contracted field consultants with varying expertise (e.g., psychometrics, advanced data analysis, and software development) are included on projects as necessary. Background information for the Diehl Consulting team members associated with this proposal is provided below.

Doug Berry, Senior Consultant, will assume the role of co-project manager for the work outlined in this proposal. He has a background in psychology with concentrations in the areas of survey design,

psychometrics, statistical analysis, test validation, training and performance appraisal. With seven years of experience in various analytical capacities and specific experience in evaluating school improvement initiatives, he works closely with clients to clarify goals and objectives, plan and implement evaluation strategies, analyze data from various sources and report findings to mixed audiences. Doug is especially involved with projects requiring the use of complex statistical software, electronic surveying processes, and advanced data analyses. Doug has professional experience in human resources, advertising research, and marketing analytics. He has a bachelor's degree in psychology from Wabash College where he received the Distinguished Senior in Psychology Award and was named a George Lewes Mackintosh Fellow, and a master's degree in industrial/organizational psychology from Western Kentucky University. Prior to joining Diehl Consulting, Doug worked as a marketing analyst.

Dan Diehl, President, will serve as co-project manager for the work outlined in this proposal. Diehl has over 16 years experience in providing evaluation, consulting, and professional development services to individuals, businesses, schools and community organizations. Before starting Diehl Consulting, Dan worked as a school administrator where he oversaw the development, evaluation and sustainability of community education initiatives promoting school and community partnerships. Dan has a Ph.D. in social work from the University of Louisville and University of Kentucky, along with master's degrees in applied experimental psychology from Western Kentucky University and social work from the University of Southern Indiana. He is also Licensed Clinical Social Worker (LCSW).

Jason Chadwell, Senior Consultant, will oversee development of the external partner performance management system. He has expertise in a variety of evaluation and human resources subjects, including performance management, compensation, learning and organization development, and selection. He has received extensive training in research and data analysis techniques, and leads the firm's quality assurance processes. Jason has prior experience in developing and implementing monitoring processes and working with community partners in addressing required performance goals. With over 16 years of experience, Jason has provided consultation services to government, manufacturing, and healthcare organizations and has managed many large-scale projects that involved collaboration with executive and management-level employees. Jason has a bachelor's degree in psychology from Berea College and a master's degree in industrial/organizational psychology from Western Kentucky University.

Sam Crecelius, Consultant, will assist in conducting on-site observation of extended learning opportunities and mining data from the EVSC warehouse. He has over ten years of experience in the field of afterschool programming, both as a direct service provider and an evaluator. He coordinates the delivery of services to clients and manages the data entry team, in addition to analyzing data, conducting site visits and focus groups, and preparing evaluation reports. Sam develops and delivers much of the training for the company, particularly as it relates to EZEval afterschool evaluation software and Diehl Consulting's School Social Work Data System. He has a bachelor's degree in communication studies from Indiana University Southeast. He was named Outstanding Communication Student for his graduating class and received the Best Presentation Award at the IU Southeast Undergraduate Research Conference for his investigation of public opinion. Currently, he is completing his master's degree in communication at Indiana State University (June 2013).

Brent Sigler, Research Coordinator, will assist in coordinating survey administration, data entry, and quality assurance processes. He has a background in the areas of social psychology, cognitive science, philosophy, and behavioral neuroscience. With multidisciplinary research experience, he supports evaluation projects by coordinating data collection and entry processes, assisting with report development, and conducting research. Specifically, Brent is involved with data collection, entry, and

management, as well as the generation of literature reviews and technical reports. Prior to joining Diehl Consulting, he worked as a research assistant at the University of Evansville where he gained experience writing grants, conducting cross-curricular research projects, managing a professional research lab, and coauthoring presentations for international conferences. In addition, Brent was a teaching assistant for three collegiate courses and has experience tutoring elementary through college students in the areas of math, philosophy, psychology, and the cognitive and neural sciences. He has a bachelor's degree in cognitive science, philosophy, and psychology from the University of Evansville.



Dan Diehl, Ph.D., LCSW
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www.diehlconsulting.org

Education

Ph.D. degree received in May of 2003, in Social Work from the University of Louisville and University of Kentucky Ph.D. Program in Social Work.

M.S.W. degree received in August 1998, in Social Work from University of Southern Indiana, Evansville, IN.

M.A. degree received in August 1996, in Applied Experimental Psychology from Western Kentucky University, Bowling Green, KY.

B.A. degree received in May 1994, in Psychology from Western Kentucky University, Bowling Green, KY.

Certificate in Business Management (expected November 2013), through the Executive Leadership Program at the University of Notre Dame.

Licensure

Licensed Clinical Social Worker (LCSW), #34004082A, Indiana, September 1999 to present.

Licensed School Social Worker, Indiana, May 2004 to present.

Professional Experience

President, Diehl Evaluation and Consulting Services, Inc., from May of 1995 to present (incorporated May, 2004).

- Diehl Consulting provides evaluation and consulting services to schools, businesses, and community organizations, including: (a) assessment of organizational needs, development of action plans, development of goals and objectives, along with creation of an evaluation design/protocol; (b) ongoing technical assistance to monitor progress toward goals and objectives and use of quantitative and qualitative data to drive decision-making; (c) grant writing (federal, state, and local funding sources); (d) consultation in community education and development of youth programs (after-school, summer, specialized services, etc.); (e) training in a variety of areas, such as evaluation design, data analysis, school-community partnerships, community organization, community education, facilitative leadership, motivating change, behavior management with children and adolescents, youth development, and staff team building/communication; and (f) varied data analyses, along with development of data tracking systems and database management.

Director/Evaluator: 21st Century Community Learning Centers, Evansville-Vanderburgh School Corporation, from August 2000 to November, 2005.

- Responsibilities included administration of extended day and summer programs, including program development, implementation, evaluation, grant writing, along with the supervision of school social workers.

Adjunct Faculty member, University of Southern Indiana, Department of Social Work, from January 2001 to 2004.

- Responsibilities include part-time teaching opportunities in graduate research, social work practice evaluation, and child and adolescent social work practice courses.

Outpatient Child/Adolescent Therapist, Mulberry Psychological and Counseling Associates, St. Mary's Medical Center: Welborn Campus, from July 1999 to January 2002.

- Responsibilities included outpatient individual, group, and family therapy with children and adolescents ranging in age from 2 to 18. Therapy and education focused on a variety of issues including, but not limited to: depression, anxiety disorders, crisis intervention, anger management, conflict resolution, communication skills, trauma, grief, and problem-solving. Further responsibilities include program development and evaluation, school and community consultations, as well as facilitating challenge therapy initiatives. Developed and facilitated PRIDE, an intensive outpatient therapy program for children ages 5 to 12 years old.

Therapist II, Child and Adolescent Services, St. Mary's Medical Center: Welborn Campus, Mulberry Center's Child and Adolescent unit, from November of 1997 to June, 1999.

- Responsibilities included individual, group, and family therapy with children and adolescents ranging in age from 3 to 18. Therapy and education focused on a variety of issues including, but not limited to: play therapy, crisis intervention, anger management, conflict resolution, communication skills, trauma, grief, and problem-solving. Also, case management and discharge planning with caseworkers, parents, and schools were among these responsibilities. Further responsibilities included supervision of interns, program development, evaluation, staff education through in-services, conducting MIT's (Multi Impact Therapy) with families, as well as facilitating challenge therapy initiatives.

Selected Research Experience/Contractual Work

Principal Investigator, 21st Century Community Learning Centers Programs (21st CCLC grants in Indiana and past federal grants), 2002 to present.

Principal Investigator, Full Service Community Schools Grant (federal grant), Evansville Vanderburgh School Corporation, 2010 to present.

Analytic Support for Monitoring and Evaluation for the 21st Century Community Learning Centers Profile and Performance Information Collection System (PPICS), subcontract with Learning Point Associates, 2007 to present

Evaluation Specialist, National Center for Mental Health Promotion and Youth Violence Prevention: Safe Schools/healthy Students Initiative, October, 2008 to 2010.

Principal Investigator, Safe Schools/Healthy Students Grant (federal grant), Perry Central Community School Corporation, 2009 to present.

Principal Investigator, Safe Schools/Healthy Students Grant (federal grant), Metropolitan School District of Mount Vernon, 2008 to present.

Principal Investigator, 2009 Community Mental Health and Addiction Needs Assessment, Southwestern Healthcare, Inc.

Principal Investigator, 2009 Vanderburgh County Epidemiological Study, Substance Abuse Council.

Principal Investigator, 2008 United Way Comprehensive Community Needs Assessment, United Way of Southwestern Indiana.

Technical Assistance Provider, Indiana Department of Education 21st CCLC. Partnership with McREL to provide statewide technical assistance to 21st CCLC grantees, 2007 to 2010.

State Evaluators, Mathematics and Science Partnership Grant (state/federal grant), Indiana Department of Education, 2006 to 2009.

Principal Investigator, Health Marriage Demonstration Grant (federal grant), Community Marriage Builders, 2006 to present.

Principal Investigator, Early Childhood Development Coalition, United Way of Southwestern Indiana, 2007 to present.

Principal Investigator, Carol White Physical Education Grant (federal grants), Evansville-Vanderburgh School Corporation and St. Mary's Medical Center, 2005 to present.

Principal Investigator, Safe Schools/Healthy Students Grant (federal grant), Evansville-Vanderburgh School Corporation, 2005 to 2009.

Principal Investigator, Grant to Reduce Alcohol Abuse (two federal grants), Youth First, Inc./Evansville-Vanderburgh School Corporation (2005-2009) and Greene County, Indiana (2008 to present).

Program Evaluations: Life Skills Program, Strengthening Families, Reconnecting Youth, TEENPOWER, School Social Work, Project Success, Adventure Based Challenge, Social Norming Campaign, Youth First, 2000 to present.

Evaluation of the School Community Council. Report submitted to the Evansville-Vanderburgh School Corporation, June 2003.

Evaluation of a Community School Model of Social Work, In partial fulfillment of a Ph.D. The purpose of the dissertation was to evaluate an innovative model of social work services in the schools, 2003.

Factors Influencing the Effectiveness of a Full-Service School, In fulfillment of a Research Practicum under the direction of Dr. Andy Frey, Spring 2002 to Fall 2002.

Effects of After-School Programming on School Adjustment, In fulfillment of an Independent Study under the direction of Dr. Ruth Huber, Fall 2002.

Statewide study designed to develop a model of Comprehensive School Reform, from August 1999 to 2003.

Independent research project regarding children's occupational aspirations under the direction of Dr. Elizabeth Lemerise from September of 1993 to 1995.

Research Assistant, Child Development Laboratory, Western Kentucky University, under supervision of Dr. Elizabeth Lemerise from January of 1993 to May of 1994. Responsibilities included participation in the development of videotaped stimuli depicting provocation situations, conducting individual and group peer assessment interviews, and administration of an information processing interview.

Teaching Experience

Paradigms in Clinical Social Work Practice (MSW program), University of Southern Indiana, Fall 2003.

Child & Adolescent Social Work Practice (MSW program), University of Southern Indiana, Spring 2001.

Social Work Practice Evaluation (MSW program), University of Southern Indiana, Fall 2001.

Peer Reviewed Publications

Diehl, D., & Frey, A. (2008). Evaluation of a community school social work model. *School Social Work Journal*, 32(2), 1-20.

Diehl, D., McCandless, B. and Watson, C. (in press). A district approach to developing full-service schools. *Community Education Journal*.

Diehl, D., Gray, C., & O'Connor, G. (2005; fall). The school community council: Creating an environment for student success, *New Directions for Youth Development*, 107, 65-72.

Diehl, D. (2003). A look at social capital within a developing model of school community collaboration. *Community Education Journal*, 29(3/4), 17-18.

Herda-Hipps, P. A., Westhuis, D. J., & Diehl, D. (2001). Student responses to human diversity. *New Global Development: Journal of International and Comparative Social Welfare*, 1, 25-36.

Diehl, D., Lemerise, E., Caverly, S., Ramsey, S., & Roberts, J. (1998). Peer relations and school adjustment in ungraded primary children. *Journal of Educational Psychology*, 90(3), 506-515.

Other Writing

Diehl, D. (Spring, 2003). *Evaluation of a Model of School Community Social Work Services*. Dissertation presented to the University of Louisville and University of Kentucky, Louisville, KY.

Diehl, D. (Fall, 1998). Behavior management: An effective treatment modality for children and adolescents. *Welborn's Mulberry Center Journal: Innerview*, 22-23.

Diehl, D. S. (August, 1998). *Evaluation of a Behavior Management Program being Implemented on an Inpatient Child and Adolescent Psychiatric Unit*. Master's thesis in the Library of University of Southern Indiana, Evansville, IN.

Diehl, D. S. (August, 1996). *The Contribution of Children's Peer Relations to Adjustment in an Ungraded Primary Program*. Master's thesis in the Library of Western Kentucky University, Bowling Green, KY.

Selected Peer Reviewed Presentations

Diehl, D. (2011). 21st CCLC evaluation panel. Presentation at the Indiana 21st CCLC statewide training sponsored by the Indiana Afterschool Network.

Diehl, D. (2010). Afterschool! The heart of community schools. Presentation at the 21st CCLC Summer Institute.

Diehl, D., & McDowell-Riley, S. (2010). *Evaluation for Success*. Presentation at the Coalition for Communities and Schools National Conference, Philadelphia, PN.

Diehl, D., & Dorfman, D. (2008). *Evaluating community schools: Examples from the field*. Presentation at the Coalition for Communities and Schools National Conference, Portland, OR.

Alvarez, M. & Diehl, D. (2007). *Best practices in evaluation and grant management*. Invited presentation at the US Department of Education New Grantee meeting for Safe Schools Healthy Students, Washington, DC.

Diehl, D. (2006). *Logic model development: Key issues to consider*. Panel Presentation at the US Department of Education New Grantee meeting for Safe Schools Healthy Students, Washington, DC.

Diehl, D. & Gray, C. (2005). *A successful model of school community collaboration*. Presentation at the National Community Education Association, St. Louis, MO.

O'Connor, G. & Diehl, D. (2005). *Grant writing*. Presentation at the Indiana School Nurse Association, Indianapolis, IN.

Chapman, D., & Diehl, D. (2005). *Packing your backpack for afterschool*. Presentation at the 21st Century Community Learning Center Summer Institute, Chicago, IL.

Braden-Clarke, C., Diehl, D., Gray, C., & O'Connor (2005). *A collaboration between schools and communities to improve success for students and families*. Presentation at the Coalition for Communities in Schools, Chicago, IL.

- Braden-Clarke, C., Diehl, D., Gray, C., McCandless, B., & O'Connor, G. (2004). *The School Community Council: Developing Model of School Community Partnerships*. Presentation at the Indiana Urban Schools Conference, Indianapolis, IN.
- Diehl, D., Higgins, H., Kizor, B., Neat, T., Remmo, C., Schroeder, V., & Usher, P. (2002). *Indiana 21st Century Community Learning Centers*. Presentation at the Indiana Urban Schools Conference, Indianapolis, IN.
- Westhuis, D., Diehl, D., & Hipps, P. (1999, January). *Diversity Issues for Prospective Therapists*. Poster session presented at the Society for Social Work Research, Austin, TX.
- Diehl, D. (1998, August). *Evaluation of a Behavior Management Program being Implemented on an Inpatient Child and Adolescent Psychiatric Unit*. In-service presented to Mulberry Center's Child/Adolescent Services, Welborn's Mulberry Center, Evansville, IN.
- Lemerise, E., Caverly, S., Harper, B., Diehl, D., Ramsey, S., & Roberts, J. (1997, April). *Patterns of Peer Acceptance, Friendship, and School Adjustment in Mixed-Age Primary Classes*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development, Washington, DC.
- Diehl, D., Lemerise, E., Ramsey, S. & Roberts, J. (1996, March). *Predictors of School Adjustment in Mixed-Age Classrooms: The Roles of Peer Acceptance, Social Behavior, and Age Relative to Classmates*. Poster session presented at the Fourteenth Biennial Conference on Human Development, University of Alabama at Birmingham, Birmingham, AL.
- Lemerise, E., Harper, B., McGlothlin, H., Caverly, S., & Diehl, D. (1996, March). *Longitudinal Predictors of Peer Acceptance and Social Behavior in Ungraded Primary Classrooms*. Poster session presented at the Fourteenth Biennial Conference on Human Development, University of Alabama at Birmingham, Birmingham, AL.

Selected Invited Presentations

- Diehl, D. (2012). Engaging students in afterschool through relationships. Invited presentation for the Crawford County PACK afterschool program, Crawford County, IN.
- Diehl, D. and Bostick, V. (2010). *Role of Project Director and Evaluator*. Invited presentation for the Safe Schools Healthy Students Conference, Washington, DC.
- Diehl, D. (2006). *Relationship to Engagement: Soaring to Success!* Invited presentation for the PEAK Afterschool Conference, Denver, CO.
- Diehl, D. & Norford, J. (2006). *Using a Strategic Development Plan to realize Your Vision: Preparing for Funding*. Invited presentation for the PEAK Afterschool Conference, Denver, CO.
- Norford, J. & Diehl, D. (2006). *Using a Strategic Development Plan to realize Your Vision: Writing the Grant*. Invited presentation for the PEAK Afterschool Conference, Denver, CO.
- Diehl, D. (2005). *Relationships are key to afterschool success!* Invited presentation for the PEAK Afterschool Conference, Denver, CO.
- Diehl, D. & Gray, C. (2005). *The School Community Council: Developing Model of School Community Partnerships*. Presentation at the Illinois Community Education Association, Chicago, IL.

- Diehl, D. (2005). *Like Group Discussion: Keeping the Light on After-School for Kids!* Invited presentation for the Coalition for Communities in Schools, Chicago, IL.
- Diehl, D. (August, 2004). *Data Driven Decision-Making: A Focus on Student Engagement*. Invited presentation by USDOE for the 21st Century Community Learning Center's Summer Institute, Los Angeles, CA
- Diehl, D. (July, 2004). *Data Driven Decision-Making: A Focus on Student Engagement*. Invited presentation by USDOE for the 21st Century Community Learning Center's Summer Institute, Washington, D.C.
- Diehl, D. & Parsley, D. (May, 2004). *Data driven decision-making*. Invited presentation at the Reality of After-School Conference, Kansas City, MO.
- Diehl, D. (2004). *A Model of After-School Programs*. Invited presentation for the Indiana Cities and Towns Conference, Evansville, IN.
- Diehl, D. (2004). *Ideas that work!* Invited presentation by the Indiana Department of Education at the Indiana Statewide Training Seminar, Indianapolis, IN.
- Diehl, D. (2002). *Practical and Innovative Ideas for your After-School Tool Box*. Conference facilitator, Evansville, IN.
- Diehl, D. (2002). *Marketing Strategies for your 21st Century Community Learning Center Program*. Training workshop presented at the Regional 21st CCLC Training Conference, Chicago, IL.
- Diehl, D., & Gray, C. (2001). *Evansville-Vanderburgh School Corporation: 21st Century Community Learning Centers: Program Development and Implementation*. Invited presentation at the 21st Century Community Learning Center's Bidder's Conference, Indianapolis, IN.
- Diehl, D., Gray, C., & Fritz, S. (2001). *Policies and procedures associated with school social work services*. Invited presentation at the University of Southern Indiana's School Social Work Summer Institute, Brown County, Indiana.
- Diehl, D. (2001). *Practical Tips for Completing the Annual Performance Report*. Invited presentation at the 21st Century Community Learning Center's Summer Institute, Washington, D.C.
- Diehl, D. & Rhinehart, J. (2001, November). *Evaluating your 21st Century Community Learning Center Program*. Invited presentation at the Transitioning 21st CCLC from Federal to State Conference sponsored by Chief State School Officers, Tampa, FL.
- Couture, E. J., Diehl, D., Gray, C., Finch, J. Fritz, S., & Stubbs, V. (2000, January). *Full Service Model of School Reform*. Paper presented at the 2000 National Title I Conference: A Voice for Children in the New Millennium, San Antonio, TX.
- Diehl, D. (1999, February). *Borderline Personality Disorder in Adolescents*. In-service presented to Mulberry Center's Child/Adolescent Services, Welborn's Mulberry Center, Evansville, IN.

Activities/Honors

- Guy Stephens Award Nominee (outstanding University graduate student), University of Louisville, Spring 2003.
- Outstanding Graduate, Kent School of Social Work, University of Louisville, Spring 2003.
- Graduate Dean's Citation, University of Louisville, Spring 2003.

- Individual Award in Education, Leadership Evansville, 2003
- Award of Merit for Research in Play Therapy, June 2006
- 21st CCLC National Evaluation Task Force, 2002 to present (subcontract through AIR)
- Koch Family Children's Museum of Evansville (cMOE) Board, present
- YMCA Outreach Board of Managers, past
- School Community Council: After-school Committee, present
- 21st CCLC Indiana Advisory Board Member, past
- Board, Indiana Afterschool Network, present
- School Community Council: Steering Committee member, present
- Chair of School Community Council evaluation committee, present
- National Center for Community Education Advisory Council member, past
- Youth First: Research and Prevention Committee Member, past
- Speaker's Bureau: Mulberry Center Institute, January 1997 to 2002.

Active Professional Organizations

Member of American Evaluation Association, 2005 to present

Member of Indiana Association of Play Therapy, 2006 to present

Member of Association of Play Therapy, 2006 to present

Doug Berry

123 N.W. Fourth Street, Suite 3, Evansville, IN 47708

Cell: (812) 306-8617; Office: (812) 434-4864

www.diehlconsulting.org

Education

M.A. Industrial/Organizational Psychology

Western Kentucky University, Bowling Green, KY

B.A. Psychology, English minor

Wabash College, Crawfordsville, IN

Selected Professional Experience

Senior Consultant, Diehl Evaluation and Consulting Services, Inc, 2012 to present.

- Accomplishments include: (a) managing large-scale evaluation projects for school districts, non-profits, and private organizations; (b) strategic planning around school and other organizational improvement; and (c) leading data-driven progress monitoring initiatives; and (d) ensuring compliance with federal, state, and local grant requirements.

Consultant, Diehl Evaluation and Consulting Services, Inc, 2008 to 2012.

- Accomplishments include: (a) conducting site evaluations at key 21st Century Community Learning Centers; (b) presenting complex information to mixed audiences; (c) generating technical reports and communications materials; (d) developing survey scales, interview protocols, and other evaluation tools; (e) facilitating interviews/focus groups; (f) analyzing qualitative and quantitative data; (g) developing logic models and planning long-term evaluation strategies; and (h) data queries and database management.

Marketing Analyst, American General Financial Services, 2008.

- Accomplishments include: (a) conducting statistical analyses related to new customer advertising campaigns, including the ongoing validation of marketing decisions through back-end customer tracking; and (b) monitoring and minimizing customer acquisition costs through the analysis of campaign characteristics and demographic attributes of target audiences.

Human Resources Intern, George Koch Sons, LLC, 2007.

- Accomplishments include: (a) creating and implementing a new performance management system focusing on employee coaching and measurable results; (b) conducting job analyses for 43 exempt-level positions, revising job descriptions, and recommending status changes; (c) analyzing market compensation data, adjusting pay grades, and benchmarking compensation for all positions; (d) recruiting applicants and administering and scoring the Wonderlic Mental Ability Test; and (e) developing succession plans for 25 key employees and identifying probable replacements for upcoming retirees and transfers.

Graduate Assistant, Western Kentucky University, 2006 to 2008.

- Accomplishments include: (a) developing an innovative performance appraisal measure for Lyons Service Company, Bowling Green, KY; (b) analyzing adverse impact risk for FedEx Corporation, Memphis, TN; (c) developing a performance appraisal system for Kentucky Conference of the United Methodist Church; (d) conducting a task analysis for Kentucky State Office of Employment and Training and creating a Best Practices Model; and (e) assessing approximately 25 candidates for leadership certification through the Western Kentucky University Leadership Assessment Center.

ConnectEd Phone Call and Email sent to Caze, Lincoln, and Fairlawn Parents

Hello, _____ families!

Do you have ideas for improvements at _____ school?

The EVSC has an opportunity to apply for a school transformational grant through the United States Department of Education on behalf of _____ School. The grant reward is for up to \$2 million per year for up to three years to provide resources in addition to what the school normally receives in an effort to quickly impact student achievement.

The money would help pay for additional resources to enhance student learning, provide incentives for staff, and extend learning time for students as well as increase community partnerships supporting our students and families. While it is not guaranteed _____ School will receive the grant, the EVSC would like to receive input from parents in order to best determine the school's needs.

Please share you ideas regarding programming, curriculum, and learning opportunities at _____ School. Anything you think would be beneficial to have in place for your student is something we would like to know about. Call Kate Langford at (812) 435-8473 or email your ideas or suggestions to kate.langford@evsc.k12.in.us.

Thank you for your support!

Caze ConnectEd Results

DELIVERY SUMMARY

| | |
|-------------------|---------------------------------------|
| Title | Caze to recieve a Grant |
| Message Type | Outreach |
| Site | CAZE ELEMENTARY SCHOOL |
| Scheduled By | Stephanie Tenbarge |
| Send Time | 05/20/2013 04:15 PM (CT) |
| Voice Completed | 05/20/2013 04:44 PM (CT) |
| Selected Contacts | 577 Successfully reached 466 (81%) |
| Languages | English* |

DEVICE DELIVERIES

85%(384)

462

DETAILED DELIVERY RESULTS

| | |
|--------------------------------|------------------|
| <input type="checkbox"/> Voice | |
| Successful Deliveries | 85% (384) |
| Live Delivery | 208 |
| Answering Machine | 176 |
| Unsuccessful Deliveries | 15% (68) |
| Hangup | 1 |
| Fax/Modem | 1 |
| Busy | 1 |
| No Answer | 56 |
| Bad Phone Number | 9 |

EVSC Website

EVSC Bringing Learning To Life

ALERT: Parents from Fairlawn, Lincoln, and Cazenovia We Need Your Help

Access Website As: Ed/Staff Parent Access Contact Us

Parent Student Community Employee

Schools Academics and Programs Family Services Calendar About Employment

Bringing Learning to Life
through College Partnerships

Learn More

Calendar

| S | S | S | S | S | S | S |
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

Complete Calendar

Choose a school calendar:

News [See All News](#)

Free Summer Lunches Offered Beginning June 3

Sponsored by the U.S. Department of Agriculture and the Fairlawn, Lincoln, and Cazenovia School Districts... [more](#)

Graduation Ceremonies Friday and Saturday for EVSC High Schools

Graduation ceremonies are planned for May 24 and May 25 at the EVSC. The dates... [more](#)

Parents from Fairlawn, Lincoln, and Cazenovia - We Need Your Help

The EVSC needs you to receive suggestions from parents of students in Cazenovia Elementary... [more](#)

Rewarding Life

Area Businesses Honor Good Grades

Black River District - Gold River Country Club & Chowan Art Lanes

Edinburg - Edinburg Town

Lincoln - Lincoln Country Club & Lincoln Art Lanes

Lincoln - Lincoln Country Club & Lincoln Art Lanes



Bringing Learning To Life

Access Website As

Parent Student Community Employee

EdEaso Parent Access Contact Us



Schools Academics and Programs Family Services Calendar About Employment

News - Parents from Fairlawn, Lincoln, and Caze - We Need Your Help!

News

May 2013 (48)
April 2013 (24)
March 2013 (40)
February 2013 (33)
January 2013 (36)
December 2012 (12)
November 2012 (36)
October 2012 (30)
September 2012 (20)
August 2012 (16)

Parents from Fairlawn, Lincoln, and Caze - We Need Your Help!

The EVSC would like to receive suggestions from parents of students at Caze Elementary, Fairlawn Elementary, and Lincoln schools, about any ideas they may have regarding programming, curriculum and learning opportunities that they feel should be offered at these schools.

The EVSC has an opportunity to apply for school transformational grants through the United States Department of Education on behalf of Caze, Fairlawn, and Lincoln Schools. The grant award is for up to \$2 million per year, for up to three years, to provide resources in addition to what the school normally receives in an effort to quickly impact student achievement.

The money would help pay for additional resources to enhance student learning, provide incentives for staff, and extend learning time for students as well as increase community partnerships supporting our students and families. While it is not guaranteed Caze, Fairlawn, or Lincoln will receive the grant, we would like to know what you think. Anything you think would be beneficial to have in place for your student is something we would like to know about.

Call Kate Langford at (812) 435-8473 or email your ideas or suggestions to kate.langford@evsc.k12.in.us.

Thank you for your support!

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EVSC Facebook

facebook
Search for people, places and things

EVSC (Evansville Vanderb... Timeline Now

EVSC (Evansville Vanderburgh School Corporation)
Tuesday

We Need Your Ideas!

The EVSC has an opportunity to receive additional funding from the U.S. Dept. of Education to help Caze, Fairlawn and Lincoln schools. But, we need your help! Up to \$2 million a year for three years is available. The money would help pay for additional resources to enhance student learning, provide incentives for staff, and extend learning time for students as well as increase community partnerships supporting our students and families. While it is not guaranteed, the EVSC would like to receive input from parents in order to best determine the schools' needs.

Please share you ideas regarding programming, curriculum, and learning opportunities at Caze, Fairlawn, or Lincoln. Anything you think would be beneficial to have in place for your student is something we would like to know about. Call Kate Langford at (812) 435-8473 or email your ideas or suggestions to kate.langford@evsc.k12.in.us.

Like Comment Share 1

Transformation Zone Full Time Teacher, All Subject Areas, Elementary or Middle School

VARIOUS
 Evansville Vanderburgh School Corporation
 Evansville IN 47713

Posted: 6 months ago
 Available: 13-14 School Year
 Closes: OPEN UNTIL FILLED

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Position Details About Evansville Vanderburgh School Corporation

It is the policy of the Evansville Vanderburgh School Corporation not to discriminate on the basis of race, color, religion, gender, veteran status, national origin, age, limited English proficiency, or disability in its programs or employment policies as required by the Indiana Civil Rights Law (I.C. 22-9-1), Title VI (Civil Rights Acts of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Questions concerning compliance with these laws should be directed to the Chief Human Resources Officer, Evansville Vanderburgh School Corporation, 551 Walnut Street, Evansville, IN 47713, phone number 438-8508.

The interview committee will give preference to candidates who, through the interview process, past experience, and references have demonstrated the ability to interact with students, staff, and the community.

Evansville Vanderburgh School Corporation is an equal opportunity employer. Individuals with disabilities, including disabled veterans and veterans with service-connected disabilities, are encouraged to apply.

Position Title: Full Time Teacher, All Subject Areas, Elementary or Middle School
Schools: Casa Elementary (K-5), Evans School (PK-6), Glenwood Leadership Academy (K-8), Lincoln School (K-8), McGary Middle School (5-8)
Reports To: Building Principal

OVERVIEW

The Office of Transformational Support (OTS) within the Evansville Vanderburgh School Corporation (EVSC) is seeking teachers who want to put their knowledge, experience and dedication to use teaching students in high needs schools and changing the future of our community.

EVSC is committed to its vision and mission to become the highest performing urban district in the country. To that end, EVSC's Office of Transformational Support is implementing a 'Transformation Zone' (TZ) for five high needs schools in EVSC and a strategy to accelerate student achievement gains across these schools. As a critical factor in each student's success, the OTS and TZ are seeking teachers with the passion, drive and skills to serve and inspire students who stand to benefit the most from great teachers.

We are currently seeking committed, passionate certified teaching professionals in all subject areas who have a strong sense of urgency and commitment to change the academic trajectory of our students. Individuals must meet basic job requirements outlined below and will participate in a rigorous screening process.

WHY TEACH IN A TRANSFORMATION ZONE SCHOOL?

As a newly created division of EVSC central office, the OTS will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. Teachers in the Transformation Zone schools will benefit from:

- Being a part of a capable, committed, and passionate team focused on transforming student academic outcomes;
- A professional learning community so teachers and administrators can share best practices to help advance systems and instruction;
- Job-embedded professional development;
- Streamlined central office support through access to a dedicated OTS team, including data coaching, instructional support, and HR services.

WHO CAN APPLY?

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Also to be eligible to teach in an EVSC school you must have:

- Bachelor's degree, advanced degree preferred
- Legal authorization to work in the U.S.
- Indiana State teaching certification in desired subject area

Learn more about EVSC and the TZ schools at <http://www.evscschools.com>. If you have any questions, please e-mail OTS@evsc.k12.in.us and we will respond within 24-48 hours.

HOW TO APPLY

Complete EVSC's online application, including your cover letter and resume, here:

<http://www.applitrack.com/evansville/onlineapp/default.aspx>

In your cover letter, please include responses to the following questions:

- Why do you want to teach in a high-need school in EVSC?
- What challenges do you think you might face and what experiences have you had that would equip you for these challenges?

Principal Hiring Guide

January 2013

Office of Transformational Support | Office of Academic Affairs | Office of Human Resources

951 Walnut Street | Evansville, IN

TABLE OF CONTENTS

| | |
|---|---------|
| 1. Recruitment and Hiring Process..... | p. 2-3 |
| 2. Turnaround Principal Competencies..... | p. 4 |
| 3. Candidate Scoring and Ranking..... | p. 4 |
| 4. Appendices | p. 5-16 |
| <i>Principal Job Description</i> | |
| <i>Data analysis Exercise</i> | |
| <i>Interview Panel Questions and Scripting Form</i> | |
| <i>Teaching Observation Exercise</i> | |
| <i>Candidate Ratings Profile</i> | |

Recruitment and Hiring Process

A critical first step in the school improvement process is the identification of a transformational leader. School leaders play an integral in the district's schools, particularly in its most struggling schools. The Office of Transformational Support (OTS) will spearhead the hiring process for the district's Innovation Schools; this will require collaboration and coordination with the Human Resources Office, the Superintendent, and the Office of Academic Affairs. The recruitment and hiring process conducted is outlined below and documented in this guide.

Process Overview:

- 1. Recruitment.** During the recruitment phase, EVSC attracted a diverse pool of prospective turnaround principal candidates. EVSC will recruit candidates internally (e.g., successful administrators within the district) and externally (e.g., successful turnaround leaders from other districts nationwide). The job description (Appendix I) developed for the building administrator position was unique, complex, and generic in some regards. Once the candidates complete the selection process, members of the OTS in partnership with the Office of Academic Affairs will screen applicants to determine their alignment to the unique and complex requirements of the turnaround leader.
- 2. Initial eligibility screen.** Members of the Office of Human Resources will screen applicants to determine their basic eligibility for the principal position (e.g., academic requirements, experience, and certification). The purpose of this phase will be to determine which of the applicants to invite for a EVSC's interview day.
- 3. Interview Day.** Candidates were invited to a day-long event to determine eligibility and selection into EVSC's recommended for hire pool for this position.

- a. **Data analysis exercise (Appendix II).** Candidates were given a data analysis scenario along with a data set. In 60 minutes, candidates were asked to produce no more than 12 slides that articulated their vision for school improvement. All work will be assessed using a rubric.
 - b. **Interview panel (Appendix III).** A team comprised of EVSC employees, OTS staff, and ETA representatives will conduct 45-minute interview panels with candidates selected after the candidate's completion of the data analysis exercise. Each candidate will be given 7 minutes to present their vision for school improvement and the panel will keep 3 minutes to ask any clarifying questions. The panel will then move into competency-based questioning. The interview committee will use the same interview protocol when conducting each interview; the interview questions will assess candidates in each of the competency areas identified for transformational leaders (discussed in subsequent sections).
 - c. **Teaching observation (Appendix IV).** The candidate will then complete their day by watching a 12 minute teaching segment. At the completion of the "observation," the candidate will assess the teacher's strengths, areas of development, and specific next steps. All work will be assessed using a rubric.
4. **Reference check and recommendation.** The Office of Human Resources will review each candidate's letters of recommendation and follow up with candidates' references. Final recommendations will be shared with the Superintendent for final Board recommendation(s).

Recruitment and Hiring Timeline:

| Phase: | Dec '12 | Jan '13 | Feb '13 | Mar '13 | Apr '14 |
|---------------------------------------|---------|---------|---------|---------|---------|
| 1. Recruitment | | | | | |
| 2. Initial eligibility screen | | | | | |
| 3. Interview Day | | | | | |
| 4. Reference check and recommendation | | | | | |

Turnaround Leader Competencies

Although EVSC lacked the time to incorporate elements of the competencies below into its job description, all candidates were assessed against the competencies identified below. After carefully reviewing research from Public Impact and other organizations, EVSC decided that the following competencies were ones that they wanted to screen all of their principal candidates to possess – therefore, inclusion into the recommended hiring pool only occurred if a candidate possessed all of the following competencies and received a specific threshold score from interview day events.

| Competency | Definition |
|-------------------------------------|--|
| Planning Ahead | A bias towards planning in order to derive future benefits or to avoid problems. |
| Self-Confidence | A personal belief in one's ability to accomplish tasks and the actions that reflect that belief. |
| Impact and Influence | Acting with the purpose of affecting the perceptions, thinking and actions of others. |
| Team Leadership | Assuming authoritative leadership of a group for the benefit of the organization. |
| Developing Others | Influence with the specific intent to increase the short and long-term effectiveness of another person. |
| Critical Thinking | The ability to break things down in a logical way, recognize cause and effect, and links among seemingly unrelated things. |
| Monitoring and Directiveness | The ability to set clear expectations and to hold others accountable for performance. |
| Initiative and Persistence | The drive and actions to do more than is expected or required in order to accomplish a challenging task. |
| Achievement | The drive and actions to set challenging goals and reach a high standard of performance despite barriers. |

Candidate Scoring and Ranking

Every candidate is rated against a rating profile (Appendix V) at the end of the interview panel. This score is used (in conjunction with the score achieved for the data analysis exercise and the teaching observation exercise) to formulate a final summative score for each candidate. Based upon this summative score, those candidate scoring above a threshold score are permitted into the EVSC recommended for hire pool for this position. Final determination and recommendation are made by the Superintendent based upon school location, expertise, strengths, and school needs.

Appendix I: Job Description – Principal

School District Position Description

Position Title: Principal

Reports To: Director of School Transformation

SUMMARY: Provides instructional leadership in curriculum planning and implementation, staff development, and technology advancement. Manages the day-to-day activities of the students and staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assumes instructional leadership of the total school program and manages building personnel.
- Interacts with students to encourage each individual to perform at his or her highest level of ability and creates an atmosphere conducive to learning.
- Ensures that teachers follow corporation-approved curriculum.
- Stays abreast of current research in education.
- Assigns teachers to classrooms and students to classes.
- Resolves problems and provides support to staff members.
- Ensures supervision of students at all school events before, during, and after the school day.
- Ensures a safe, pleasant, and effective educational climate.
- Evaluates performance of teachers, other staff, and programs.
- Encourages staff attendance at corporation-sponsored in-services.
- Develops and implements, in collaboration with curriculum area supervisors, realistic plans and programs to ensure professional growth of the instructional staff.
- Prepares the school budget, works with the budget manager on budgeting and purchasing, and establishes priorities for the purchase of educational materials to meet the needs of students and teachers.
- Establishes and maintains positive, collaborative relations with parents, parent groups, school volunteers, outside agencies, and local businesses.
- Implements corporation policies and procedural changes as well as state and federal guidelines and regulations and adheres to corporation contracts with various groups.
- Utilizes the corporation-approved process to interview and hire staff.
- Works with central office personnel to coordinate processes for the effective functioning of the school.
- Assesses needs of the school community and plans and implement strategies to meet those needs.
- Works cooperatively with universities to increase student and staff learning opportunities.
- Maintains a cooperative liaison with all attendance district schools and serves as a member of the attendance district principals and supervisor team.
- Analyzes data from standardized testing (e.g., CTBS, ISTEP+) and facilitates instruction, as needed, to improve the rate of student success in the school and the attendance district.
- Serves as case conference coordinator.
- Completes other duties as assigned.
- Maintains regular attendance.

SUPERVISORY RESPONSIBILITIES:

Supervises staff, including the teaching faculty as well as certified personnel and employees in early childhood centers. Ensures the supervision of students at all times.

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

EDUCATION AND/OR EXPERIENCE:

Master's degree; public-school teaching experience; administrative experience

CERTIFICATES, LICENSES, REGISTRATIONS:

Valid Indiana school administrator's license

LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, and government regulations. Ability to write reports, business correspondence, and manuals. Ability to write proposals

effectively to secure funds for the corporation. Ability to present information and respond to questions effectively from groups of administrators, teachers, school board members, parents, students, and the general public. Ability to communicate using correct grammar. Ability to communicate clearly and concisely in both oral and written form.

MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to prepare, project, monitor, and revise multiple budgets.

REASONING ABILITY:

Ability to define problems, collect and analyze data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of instructions in mathematical or diagram form and deal with several abstract and concrete variables. Ability to use available information and develop realistic long-term and short-term plans for curricular goals.

OTHER SKILLS AND ABILITIES:

Ability to apply knowledge of current research and theory in education. Ability to establish and maintain effective working relationships with students, staff, and the school community. Ability to perform duties with awareness of all corporation, state, and federal requirements.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk, sit, talk, hear, and drive from one building to others. The employee is required to reach with hands and arms and frequently to stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move objects which weigh fifty pounds or more. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and ability to read small print. The employee is regularly required to perform the same hand, arm, and/or finger motion many times.

WORK ENVIRONMENT: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in this environment ranges from very quiet to very loud, depending upon the activity involved. The employee must often meet deadlines and must report to activities on time. Frequently, the employee must work irregular and/or extended hours. The work environment includes inside and outside areas. The work environment includes exposure to sunlight; risk of being bitten by animals or insects; exposure to environmental allergens (grass, weeds, pollen, and trees) and occasional exposure to solvents, degreasers, pesticides, and/or herbicides. The employee may be exposed to CRT's.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Approved by board agenda

APPENDIX II: Data Analysis Exercise

Principal Data Analysis Exercise

Use the data spreadsheet and informational data points below to ascertain the key issues and challenges facing this school. Develop a presentation (not to exceed 12 slides) that communicates your vision for school improvement. Please be prepared to share your presentation to your interview panel.

- Although students can articulate the school values and behavioral expectations, they do not consistently follow them, particularly rules about transitioning in the hallways during passing periods. The first two days of the school year are focused strictly on explaining, modeling, and practicing rules and procedures with students.
- All classes use the PAWS behavior system, whereby students accrue points for good behavior and lose points for misbehavior. Every three weeks, there is a celebration for students who have earned a pre-specified minimum number of points. There is inconsistent investment in the PAWS system from teachers and students alike.
- Teachers reported that they were constantly dealing with chronic behavioral issues from the same students. On average, teachers estimated that 50% of instructional time was wasted directing misbehavior from 25% of their students. School administrators estimated that between 50%-75% of their typical day was focused on student discipline.
- In order to better differentiate instruction, the school tiered students into classes with A/B groupings based upon students' instructional strengths and areas of development.
- All staff members report feeling a sense of urgency around student achievement.
- Leadership flagged certain teachers based on classroom observations/lesson plans, and required that these teachers submit each week's lessons the Friday prior.
- During the last school year, the student mobility rate was 30.9%. Staff members described their frustration with the delays in obtaining complete student records from the schools the children previously attended. When a student transfers to the school, the counselor assigns the student to class(es) and gives the new student a tour of the school before taking the student to class.

**At the end of your time, please email your completed task to Carrie Hillyard.
(Carrie.Hillyard@evsc.k12.in.us)**

| Interview Questions | |
|---|--|
| Resume/Cover Letter Specific Questions | |
| Indicate which questions you will ask the candidate regarding his/her resume or cover letter: | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| Questions asked by the candidate | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| Data Analysis Exercise Presentation Scripting | |

Office of Transformational Support | OTS@evsc.k12.in.us

| | In your current/last position, how did you define success? On what basis was your definition determined? | | |
|-------------------------------------|---|--|--|
| INITIATIVE AND PERSISTENCE | | | |
| | Think about a time when you accomplished something satisfying at work despite one or more obstacles. | | |
| | Tell me about a failure you have experienced and what you learned from it. | | |
| | Describe a time when you were asked to do something you weren't trained to do. How did you handle it? | | |
| | Tell me about a time when you found yourself in a position where you had more work to do than you had time for and you felt did not have enough resources. Did you accomplish your goals? What did you do to make sure you accomplished your goals? | | |
| MONITORING AND DIRECTIVENESS | | | |
| X | Think about a time when you set a standard for someone else's work and held that person accountable for adhering to that standard, and tell me the story. | | |
| | Tell me about a time you helped someone improve their performance. What did you do? | | |
| | What do you do when someone is not meeting your expectations? | | |
| PLANNING AHEAD | | | |
| | Think about a time when you had to think ahead to accomplish something satisfying at work. | | |
| | Describe the steps you took the last time you completed a project. How did you monitor and communicate progress? How did you plan/prepare/evaluate? | | |
| | Tell me about a situation where you did not plan your time or prioritize as efficiently as possible. What was the outcome? What would you have done differently? What did you learn from it? | | |
| IMPACT AND INFLUENCE | | | |
| X | Think about a time when you influenced another person or people in a way that was satisfying to you and tell me the story. | | |
| | Tell me about a situation where you had to make an unpopular decision. What did you do to achieve support and backing for this decision? | | |
| | Describe a situation in which you needed to influence different stakeholders with differing perspectives. | | |
| | Describe a situation where you inspired others to meet a common goal. | | |
| TEAM LEADERSHIP | | | |
| X | Think about a time when you led a group or team of people to accomplish work that was satisfying to you, and tell me the story. | | |
| | How do you ensure high quality work from those you manage? | | |

| | | | |
|--------------------------|--|--|--|
| | Tell me about a project you organized and led where multiple people had a hand in getting it done. Were things done to your satisfaction? If you were to run the project again, would you change anything in how you organized it? | | |
| | Describe a situation where you were successful in getting people to work together effectively. | | |
| DEVELOPING OTHERS | | | |
| | Think about a time when you helped someone else become more successful in carrying out their job or in their career. Tell me the story. | | |
| | Reflect upon a teacher whose performance was not meeting your expectations at first but later improved based upon your feedback. Tell me the story. | | |
| | Tell me about a time when you coached someone to help them improve their skills or job performance. What did you do? | | |
| | Describe a time when you provided feedback to someone about their performance. | | |
| | Give me an example of a time when you recognized that a member of your team had a performance difficulty/deficiency. What did you do? | | |
| CRITICAL THINKING | | | |
| | Think about a time when you had to solve a problem or figure something out that involved a lot of information, data, or steps. Tell me the story. | | |
| | Tell me about a problem that you've solved in a unique or unusual way. What was the outcome? Were you happy/ satisfied with it? | | |
| | Tell me about a time when you had to make a decision without all the information you needed. How did you handle it? | | |
| | Tell me about a work situation or problem you encountered where the old solutions did not work and you had to come up with new solutions. | | |
| SELF-CONFIDENCE | | | |
| X | Tell me about a time when another person or people stood in your way to get something done and you addressed the situation to your satisfaction. Tell me that story. | | |
| | Tell me about a situation or situations that might demonstrate your confidence to do this job. | | |
| | Do you think there is a difference between confidence and arrogance? | | |
| | Tell me about a time when you exercised your own discretion or autonomy to achieve a goal. | | |

APPENDIX IV: Teaching Observation Exercise

Teacher Observation Exercise

As part of this exercise, you will observe a teacher's instruction (middle school ELA teacher). We ask that you watch the following two videos using your laptop computer ONLY ONE TIME. During that time, you may use scrap paper provided to take notes. Then, complete the short graphic organizer below. The videos take approximately 13 minutes to watch; you will have a total of 35 minutes to complete the graphic organizer below. As this will be scored, we ask that you use your neatest writing to ensure evaluators can read your thoughts below.

<http://tinyurl.com/moodie01>

<http://tinyurl.com/moodie02>

TEACHER STRENGTHS

TEACHER AREAS OF DEVELOPMENT

3 NEXT STEPS YOU WOULD SHARE WITH THE TEACHER DURING YOUR FEEDBACK CONVERSATION

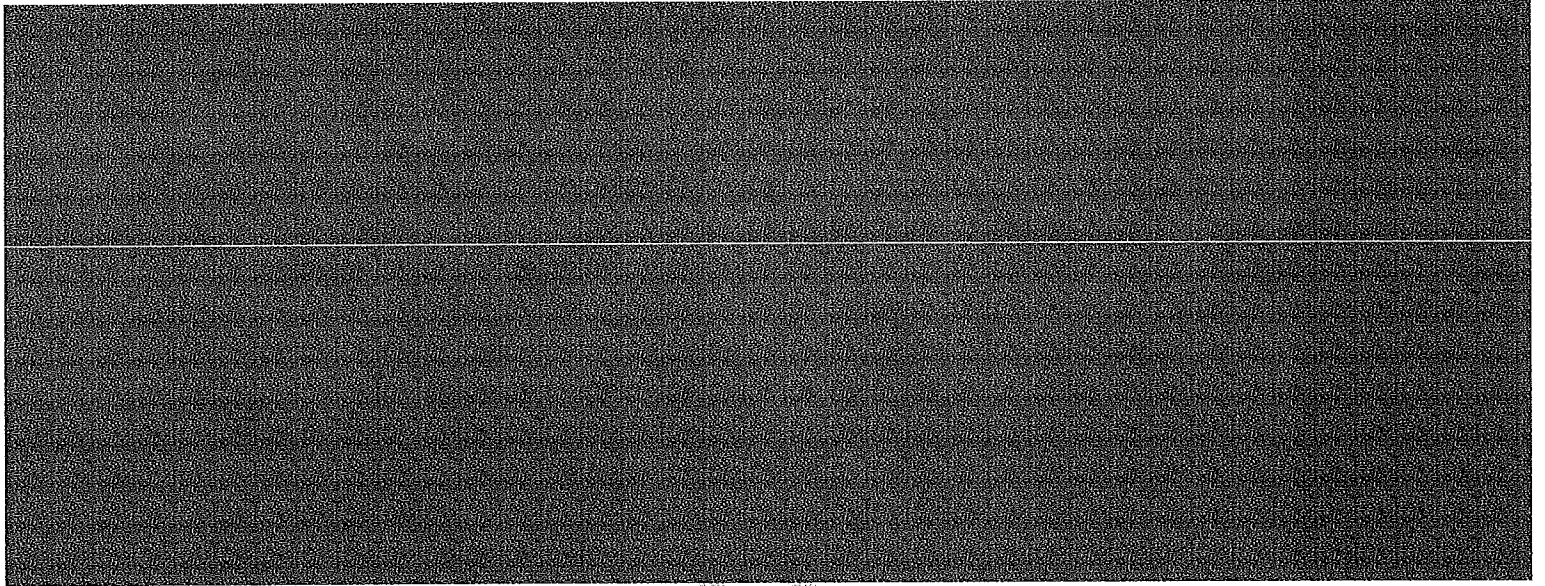
APPENDIX V: Candidate Ratings Profile

| Competency | Exemplary (has most of the FA qualities +) | Fully Acceptable | Not Fully Acceptable |
|-------------------------------------|---|--|--|
| Achievement | <ul style="list-style-type: none"> Takes significant personal or career risk or commits significant resources to launch a new venture or attempt an unlikely change/improvement Takes multiple actions to minimize risk and ensure success Acts to engage the efforts of others for success Sustains pursuit of goals over time to ensure all goals are met | <ul style="list-style-type: none"> Sets challenging work goals for self (and/or team) and intentionally acts to meet them or tracks and touts progress Carefully chooses challenging goals and actions (for self and others) based on cost-benefits analysis such as time, money, and other resources needed versus likely speed and magnitude of results. Improves own work or work of team in pursuit of a specific goal | <ul style="list-style-type: none"> Shows little concern for quality of work or expresses concern but not able to describe specific actions taken to do good work. Works to meet explicit standards required by others or sets own standard for work quality, but not a very difficult or clear standard Improves own work or work of team but may not be in pursuit of a specific goal |
| Initiative and Persistence | <ul style="list-style-type: none"> Acting without formal or explicit authority, takes personal or career risks and bends organization norms and rules to accomplish a work objective (not a personal agenda) despite significant obstacles or early failure Involves others including people over whom the person has no formal control | <ul style="list-style-type: none"> Voluntarily initiates and follows through on new work project (not just a discrete task) that is not assigned by others, and tackles significant barriers as they arise Completes assigned work as required and without extra supervision Works extra hours to complete work even when not required Takes on voluntary work tasks Routinely tackles moderate obstacles as they arise in routine work | <ul style="list-style-type: none"> Does not show up for work reliably or requires extra supervision to get work done (existing employees) May give up after trying one or two simple next steps when a simple obstacle arises |
| Monitoring and Directiveness | <ul style="list-style-type: none"> Sets high standards explicitly up front by doing more than one of the following: <ul style="list-style-type: none"> Giving initial orders Repeating expectations of high performance Insisting in a demanding way that others comply Publicly monitors and communicates performance against standards Without regret, rids organization of low performers (following appropriate efforts to improve performance and all legal procedures) | <ul style="list-style-type: none"> Sets high standard explicitly up front by doing one or more of the following: <ul style="list-style-type: none"> Giving initial orders Repeating expectation of high performance Insisting in demanding way that other comply Communicates performance against standards Confronts people with performance problems or threatens consequences for performance shortfalls | <ul style="list-style-type: none"> Gives in to others, even if conflicts with work goals May give direction about routine work or that is not explicit or detailed Does not give directions or may give minimal directions or communicate expectations (may justify by expressing concern with others liking them, hurting people's feelings or making others feel bad) Does not directly address performance problems |
| Planning Ahead | <ul style="list-style-type: none"> Voluntarily identifies future needs, potential problems, or potential opportunities and plans or acts in advance to strategically address these with a multi-year lenses | <ul style="list-style-type: none"> Acts quickly, decisively and completely to address current problems and crises as they arise Voluntarily identifies future needs, problems, and opportunities and plans to address these within 3-12 months of identification but may not completely understand how needs, problems, and opportunities work together to form a strategic plan for the school | <ul style="list-style-type: none"> Focuses thinking on the past Fails to see current needs and opportunities Focuses on immediate needs, tasks and problems only |
| Impact and Influence | <ul style="list-style-type: none"> Engages in a complex set of maneuvers with many people—personal communications, use of third parties, promotion decisions, sharing of power or information, working through chains of people for a domino influence effect to obtain desired impact | <ul style="list-style-type: none"> Thinks ahead about the likely reason of audience and adapts communication to obtain desired results/impact Shows influence tenacity by taking at least two steps to influence | <ul style="list-style-type: none"> Personal gain tactics, limited persuasion Uses negative behaviors for personal gain or does not act to influence others Prepares and presents data and logical arguments but does not tailor to make them appealing or influential to the specific audience Thinks ahead about the likely reaction of audience but does not adequately adapt communication to |

| | | | |
|--------------------------|--|--|---|
| | | | obtain desired impact |
| Team Leadership | <ul style="list-style-type: none"> Manages effectively and motivates the team—and the stakeholders who affect the team's work—with charismatic communications of the vision for the organization, resulting in excitement and large contribution of people's discretionary effort Protects the group from outside influences that might prevent performance Leads team to results | <ul style="list-style-type: none"> "Sells" the team mission, goals, and actions to its members and then follows up to ensure that the team's work is done well Obtains resources and people that the group needs to perform Protects the group from outside influences that might prevent performance Promotes team morale and enhances performance by taking actions that affect how people feel about the team and how well they perform on it Communicates how work is assigned, who is hired and fired on the team and expressions of how these action affect remaining team members performance and morale | <ul style="list-style-type: none"> Provides no direction, goals, roles, or meeting clarity when needed or asked Has not engaged in any roles, in work or volunteering, that require leadership of a team Manages logistics by communicating agendas, time constraints and work tasks |
| Developing Others | <ul style="list-style-type: none"> Gives full responsibility for very challenging work to others as stretch experiences Promotes others as a reward for development or as a developmental opportunity Ensures that others obtain the experiences and training they need to develop new skills and levels of capability | <ul style="list-style-type: none"> Focuses upon the development of those that need assistance by providing specific feedback and coaching that includes concrete and actionable next steps Gets others to fix problems and figure out solutions themselves Creates a new program or materials to meet a developmental need | <ul style="list-style-type: none"> Discourages others with negative statements of potential and expectations Takes no action to develop others even if expresses belief in others' ability Tells others how to do their work when needed and may make helpful suggestions |
| Critical Thinking | <ul style="list-style-type: none"> Crystallizes the meaning and importance of a lot of complex data in a few, simple findings and/or sees the most important issue in a complicated situation Identifies issues and problems not previously learned or identified by others Breaks apart a complex problem or process into categories and subcategories down to basic steps or parts Analyzes a difficult problem from several different perspectives or using different criteria before arriving at a detailed solution | <ul style="list-style-type: none"> Analyzes and notes the relationship among several items Organizes a complex activity into steps in a logical way Anticipates multiple next steps and likely barriers | <ul style="list-style-type: none"> Notes similarities, differences, gaps, and trends in technical data or in a current situation versus past Attempts to analyze relationship among a few items but may miss vital important connections and/or relationships among items |
| Self Confidence | <ul style="list-style-type: none"> Confronts others in power bluntly when needed Makes decisions and confident statements despite disagreement with those in power Expresses positive feelings about challenging assignments | <ul style="list-style-type: none"> Stands up for self and positions in conflicts Follows statements with actions that justify confident claims Views self a key actor or originator in important situation Acts outside explicitly grant authority (but without breaking rules) | <ul style="list-style-type: none"> Publically expresses lack of confidence in self Defers to others inappropriately Avoids challenges because of fear of failure |

Mass Insight

EDUCATION



Site Visit Dates:
Report Submission Date:
Principal:
SRA Team Lead:

October 8, 2012 – October 9, 2012
October 23, 2012
Cyndie Carneal
Ami Magunia

Table of Contents

| | |
|---|----|
| Part 1: School Readiness Assessment Overview | 1 |
| Part 2: Caze Elementary School Background Information | 2 |
| Part 3: Summary of Findings | 3 |
| <i>Readiness to Learn</i> | 4 |
| <i>Readiness to Teach</i> | 8 |
| <i>Readiness to Act</i> | 11 |
| Part 4: Recommendations | 13 |
| <i>Readiness to Learn</i> | 13 |
| <i>Readiness to Teach</i> | 15 |
| <i>Readiness to Act</i> | 17 |

Part 1: School Readiness Assessment Overview

The purpose of administering the School Readiness Assessment (SRA) is to diagnose the strengths of, and challenges facing, a school. Based on this information, the SRA team makes recommendations of priorities for school turnaround.

This report includes 1) a brief explanation of the SRA process; 2) a detailed description of findings from documents collected and focus groups/interviews; and 3) suggestions of key focus areas for Caze Elementary School and Evansville Vanderburgh School Corporation to begin implementing changes. The findings assess the presence of each of the nine elements of the High-Poverty, High-Performing (HPPH)¹ school readiness model, which are described below. The subsequent recommendations are also aligned to the HPPH readiness framework.

Process

The SRA is a two-step process that involves a document review and a site visit. First, the SRA team asks district and school staff to submit materials containing information on current programs, processes and plans at Caze Elementary School. The SRA team uses this information to prepare for the site visit, including drafting a schedule and generating questions for follow-up. The site visit occurs over a period of two days. During the site visit, the SRA team facilitates focus groups and holds additional one-on-one interviews with select staff members and other stakeholders. The focus groups and interviews consisted of the following participants:

- Teachers of all grade-levels
- Specials teachers
- Instructionalists
- 2nd, 3rd, 4th and 5th grade students
- Principal
- Social worker
- Academic coach
- Site coordinator

¹ See Caulkins, Guenther, Belfiore, Lash, *The Turnaround Challenge*, Mass Insight Education (2007).

Part 2: Caze Elementary School Background Information

Caze Elementary School is a part of the Evansville Vanderburgh School Corporation (EVSC), located in Evansville, Indiana. The school services students in grades pre-kindergarten through five and has received a Title I grant. In addition, there have been multiple changes in school leadership in the past five years.

Student Demographics

During the 2011-2012 school year, 476 students were enrolled at Caze Elementary School. 87.8% of students were eligible to receive free or reduced price lunches. The ethnic breakdown of the school was as follows: American Indian (1.3%), Asian (0.63%), Native Hawaiian/Pacific Islander (0.2%), Black (31.93%), Hispanic (6.93%), Multiracial (18.91%), and White (40.12%). 22.06% of students were enrolled in special education, 4.41% of students were identified as English language learners, and 2.54% of students were identified as High Ability. Although statistics were not available, from information ascertained from focus groups and interviews, many of the students arrive with multiple poverty-related needs and complex issues, including high rates of mobility, incarceration of a relative, and community violence.

School and Safety Discipline

During the 2011-2012 school year, a total of 64 students received out-of-school suspensions. Of these students, 56.25% of students were Black, 20.31% were multiracial, 1.56% were Hispanic, and 21.88% were White. In addition, 18.75% were female and 81.25% were male. Seven students received out-of-school suspensions for matters that were weapon-related.

Student Performance

Based on 2011-2012 ISTEP+ data, Caze students are performing well below state and district averages. The percentages of students who are meeting state standards for proficiency are listed below.

English/Language Arts

| Grade level | Percentage of students at Caze who received passing scores | Percentage of students district-wide who received passing scores | Percentage of students state-wide who received passing scores |
|-------------|--|--|---|
| Grade 3 | 54% | 79.3% | 85% |
| Grade 4 | 56% | 74% | 82% |
| Grade 5 | 49% | 72.8% | 78% |

Mathematics

| Grade level | Percentage of students at Caze who received passing scores | Percentage of students district-wide who received passing scores | Percentage of students state-wide who received passing scores |
|-------------|--|--|---|
| Grade 3 | 41% | 70.4% | 79% |
| Grade 4 | 47% | 67.4% | 76% |
| Grade 5 | 62% | 77.1% | 86% |

On the ELA ISTEP+ exam, the percentage of students who experienced low growth rose by 8% in grade 5 and 24% in grade 4. On the mathematics ISTEP+ exam, the percentage of students who experienced low growth rose 11% in grade 4, and the percentage of students who experienced low growth dropped by 8% in grade 5.²

Teachers in the lower grades, particularly kindergarten and first grade teachers, explained their high-level of differentiation and data-driven instructional decisions. These teachers described how they work together incessantly and naturally to help each other improve their practice.

Other Background Information

During the 2011-2012 school year, Caze Elementary School students had a 95.7% attendance rate. 14.29% of students had more than 10 days of unexcused absences. The average class size was 19 students.

Caze Elementary School has four teachers at every grade level with the exception of fifth grade. There are three fifth grade teachers. There is one special education for kindergarten through second grade students, and one special education teacher for third through fifth grade students. In addition, the school has four Title Instructionalists. Non-instructional staff members include a site coordinator, a social worker, a counselor, and an academic coach.

² From SY 2009-2010 to SY 2010-2011

Part 3: Summary of Main Findings

To provide detailed school level information, the SRA team has set urgent, high, lesser and low priorities for Caze Elementary School according to the nine elements of the HPHP school readiness model. The rating system is explained below.

| | |
|----------------------------|---|
| Urgent Priority – 1 | Highest priority; school provides no evidence of meeting indicator and should be the primary focus of school goals, programs, and resource allocation |
| High Priority – 2 | Strong priority; school provides little evidence of meeting indicator and should be addressed throughout strategies that support urgent priority areas |
| Lesser Priority – 3 | Lesser priority; school provides some evidence of meeting indicator and should evaluate effectiveness of current programs for ways to make improvements |
| Low Priority – 4 | Low priority; school exhibits some evidence of meeting the indicator and should not focus additional time or resources in this area |

Each element is assigned a priority rating. Furthermore, urgent and high priorities are specifically outlined that directly align to the each HPHP element. Finally, a complete summary of evidence collected during the SRA process is defined to specifically understand what observations, actions, and behaviors led to our priorities.

Part 3: Summary of Readiness to Learn Findings

| Readiness to Learn | Urgent | High | Lesser | Low |
|-----------------------------------|--------|------|--------|-----|
| Safety, Discipline & Engagement | | | | |
| Action against Adversity | | | | |
| Close Student-Adult Relationships | | | | |

Urgent Priorities:

- Enforcing consistent, defined school rules
- Establishing effective structures to proactively address student misbehavior
- Celebrating increased student achievement and positive student behavior
- Communicating with parents/guardians about instructional programs, opportunities to support student learning within the home, and students' progress and family and community participation in school activities

High Priorities:

- Limiting incidences of bullying
- Promoting good attendance and eliminating truancy and tardiness
- Systematically addressing the personal needs of families so that they can better support student learning
- Fostering relationship-building among students and staff members

Summary of Readiness to Learn Findings:

Caze Elementary School has adopted some components of the PBIS framework to encourage positive behavior during the past three years. There are school-wide rules and routines, and students are expected to adhere to the core values. However, these rules, routines, and expectations are not consistently enforced. For example, although students articulated how they were expected to walk in the hallways and when they were expected to go to their lockers, many students stated that their peers do not follow the stated rules. Students reported that only some of their peers are invested in the school's "Cougar Paws" system, whereby students earn Paws for good behavior, and can redeem the Paws for prizes. Students in the upper-grades believed that they received fewer Cougar Paws than did students in the lower-grades. Several teachers have incentive systems in their classrooms, but these teachers use different systems. For example, many teachers reported using the "Class Dojo" behavior system, other teachers reported posting "good citizen" pictures of well-behaved students, and still other teachers reported rewarding students with "Fun Friday" time. Furthermore, Caze Elementary School has established events such as monthly Celebration Assemblies to reinforce positive behaviors, celebrate student achievement, and provide leadership opportunities for students. Each homeroom teacher selects a student who has been a role model for his or her peers to represent the class at the event. During the assembly, grade-level teachers commemorate the number of Cougar Paws collectively received during the month, revisit attendance policies, and announce a grade-level student of the month. Teachers estimated that the PBIS system, as it is being implemented at Caze Elementary School, is effective for 55% of the students.

As a result of the lack of consistency in the implementation of school-wide behavior systems, staff members reported that there have not been noticeable improvements in student behavior since the implementation of PBIS. Teachers reported that they were constantly dealing with chronic student misbehavior, and students described the resulting loss of instructional time. The principal is responsible for dealing with students who have been referred to the office. The principal echoed the sentiment expressed by the teachers, estimating that 50% of her time is spent dealing with behavioral issues. Staff members stated that behavioral issues were inconsistently addressed by the office and students were often sent back to the classrooms with no action by office staff. In the upper grades, students reported instances of bullying in a variety of settings throughout the

school. However, the majority of students in all grade levels stated that they felt safe at school overall. There is no explicit instruction given on social-emotional skills.

Most students described their strengths and weaknesses as a learner, their preferred working styles, and the curricular areas in which they excelled and struggled. All students interviewed generally felt that what they were learning in their classes was interesting to them, particularly in science class. There was a consensus that ELA class was not engaging, and most students felt that math class "is sometimes fun." Students explained their teachers' expectations of them and their work. A few students could articulate specific academic or behavior goals in the form of "I Can" statements that they were working to achieve. A number of students in the lower-grades listed a letter corresponding to their reading level.

Most staff members applauded recent successful family engagement efforts, which have resulted in impressive parent turnouts. For example, Caze Elementary School held family game and movie nights, math-related events, a chili cook-off, and financial awareness programs. The school also hosted a trip to the Children's Museum, and staff members secured transportation to the museum for families. Many staff members explained that phone calls and agenda book notes were their primary mode of communication with parents. Students echoed this fact, and stated that the majority of phone calls that their parents received from teachers were related to attendance and behavior. A handful of students said that teachers called the students' homes to discuss their academic progress with their parents. A few staff members stated that they had conducted home visits. At the school level, the ConnectED system is used and flyers are used to inform parents about events such as family nights.

Caze Elementary School does not have a systematic way of assessing students' poverty-related challenges. There is not a formalized system used to identify, track, and address the personal needs of students and families. Rather, school personnel informally learn about the personal needs of students through word-of-mouth communication. One staff member estimated that 85% of referrals are from teachers. The school social worker and counselor have primary responsibility for assisting families, and they do so by pooling relevant resources. These staff members self-reflect that a systematic approach was necessary to monitor the effectiveness of their efforts. They have developed multiple programs to target families' needs. For example, at the beginning of the school year, parents can pay \$8 to purchase a backpack filled with school supplies and a bonus PTA membership. Furthermore, the social worker has organized a program with a local food bank to supply needy students with food to eat during the weekends.

There are not any school-wide initiatives to encourage relationship building between staff and students. Staff members' efforts to establish such relationships are uneven. According to the principal, some staff members do not have close relationships with students because doing so is not part of their teaching style. Most students surveyed said that they did not have a close relationship with at least one staff member, and that there was not a trusted adult they would approach if something troubling was happening to them outside of school. With some notable exceptions, students did not feel as though staff members made an effort to get to know them. Every morning, teachers greet students entering the school building.

The special education teachers and Instructionalists provide a mix of push-in and pull-out servicing. In general, they push-in for the lower-grades and pull-out for the upper-grades. The ESL teacher primarily pulls students out of their general education classrooms. Paraprofessionals are instructional and support those students who the special education teachers cannot assist. Special education teachers remarked that general education teacher training hinders full inclusion. Despite attempts to reduce transition times, instructional time is lost when students are pulled out of classrooms and pulled into other classrooms down the hall or across the school building. Staff members mentioned that they plan to pull students out of their general education classrooms once they begin to implement RtI interventions. The addition of the intervention block allows such staff members to avoid being pulled during core instructional classes such as reading or math.

As previously discussed, the attendance rate at Caze Elementary School was 95.7% during the 2011-2012 school year. There were 68 students who had more than 10 days of unexcused absences. When a student has

10 unexcused absences, the counselor asks teachers to contact parents about the matter via a phone call or a note in the student's agenda book. Chronic absenteeism may also lead to legal notice being served and subsequently a pre-court hearing. The school does not actively promote good attendance or seek to eliminate truancy and tardiness. Furthermore, as absenteeism is handled at the school level, there are periods of where students remain on the roster and not attending school despite having been served legal notice and a pre-court hearing date.

The student mobility rate was 30.9% during the 2011-2012 school year. Staff members expressed that student mobility is a huge issue at Caze Elementary School. One staff member described student mobility as a "revolving door." In order to ease the transition of an incoming student, a peer "student ambassador" is assigned to the student to show him or her around and to model the school's core values. In addition, students who are new to Caze Elementary School are welcomed on the loudspeaker during morning announcements. Staff members who process administrative paperwork for students transferring to Caze Elementary School described their frustrations with the timeliness of obtaining complete student records from the schools the children previously attended.

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Part 3: Summary of Readiness to Teach Findings

| Readiness to Teach | Urgent | High | Lesser | Low |
|---------------------------------------|--------|------|--------|-----|
| Shared Responsibility for Achievement | | | | |
| Personalization of Instruction | | | | |
| Professional Teaching Culture | | | | |

Urgent Priorities:

- Setting goals at the school, grade, classroom, and individual levels that are consistent with school improvement efforts
- Communicating clear expectations for the planning and delivery of instruction
- Systematically monitoring initiatives implemented across the building, and adjusting accordingly
- Establishing a challenging curriculum for all students that articulates essential content and skills for all students to learn at each grade level, and is mapped across the school year with adequate instructional time allocated to teach it
- Leadership regularly observing the quality of instruction and providing timely and meaningful feedback to help staff members improve their instructional practice

High Priorities:

- Clarifying roles and responsibilities of all individuals at the school
- Having all staff members be intensely committed to high levels of student achievement
- Leadership providing guidance to teacher teams
- Educators feeling as though students' learning is their collective responsibility
- Differentiating professional development that is informed by student performance, instructional data, and educators' learning needs

Summary of Readiness to Teach Findings:

School leaders have not conveyed clear, measurable, ambitious and attainable school-wide goals to staff members in either academics or behavior. Staff members identified vague school priorities in improving student behavior, increasing students' reading levels, teaching standards, having students pass ISTEP, executing data-driven differentiated instruction, planning collaboratively, instilling in students a sense of intrinsic motivation and teaching the identification of a story's main idea. As one staff member put it, "I think all teachers are on the same page in terms of wanting (the school) to head in the same direction." According to some individuals, there are specific, school goals around a "problem of practice" in the 221 plan and Title plan. Many non-instructional staff members were unable to explain how school priorities fit with their objectives. Moreover, a few teachers explained that partly because of the laser-like focus on reading and math, writing, social studies, and science instruction were sacrificed. As a result of the lack of common goals, the school's structures, processes, and programs are misaligned. School leaders reported that teachers are going to begin to use individual student data folders to set goals with students.

When asked whether there was a sense of urgency around school priorities, staff members stated that they felt both internal and external pressure to increase student achievement. Some teachers described having classroom-level goals. However, students were unable to articulate these goals. Several teachers voiced that while they felt a strong sense of accountability for student achievement, students did not feel a similar accountability. Teachers commented that they struggled to get students to be invested in their academic success and behavior, and expressed frustration that students seemed to lack motivation. Some connected this to the high student mobility rate and absence rate for students. Students reported that their teachers believed in their potential.

Faculty meetings are mandated for all staff members, and are held twice a month. School committees include the PBIS team, the academic RtI team, the leadership/data team, and the family and community outreach team. These committees meet once a month. The principal picked individuals to serve on the leadership team. School staff members volunteer their time to serve on different school committees. The principal reported making a concerted effort to attend all committee meetings. Last year, there was a separate family outreach team and a community outreach team. School leaders realized that the teams discussed the same issues and were working towards a common end, and combined the teams.

Teachers participate in Professional Learning Communities (PLCs) for two blocks per week. Teachers in kindergarten through second grade meet in grade-level teams, while teachers in grades third through fifth grade meet in content-based teams. Title Instructionalists participate in one PLC. Topics for PLCs vary by session and include lesson planning, sharing instructional strategies, planning grade-level family engagement nights, curriculum mapping and drafting common assessments. Some teacher teams have established protocols that they use to track and share student data. At times, teacher absences (resulting from professional development and personal reasons) and other school events trump PLCs. Teachers reported attending many professional development opportunities outside of the school building. Last year, teachers voted on whether they should meet daily for PLCs. The vote was overturned, as teachers overwhelmingly felt that they would prefer to have additional time to individually plan rather than to plan with a team. Several teachers reflected that there is an unhealthy competitive culture among teaching staff. School leadership provides very little guidance to PLCs, and attends only a handful of PLC meetings.

The academic coach explained her role as primarily being modeling instructional strategies during PLCs, finding materials and resources for teachers, administering Acuity and other make-up tests, working with new teachers, and assisting the principal with decision-making in a variety of areas. She stated that when she leads PLCs, she focuses on teachers' universal needs around reading instruction. However, due to scheduling constraints, the academic coach attends a maximum of one to two PLCs each week. Almost every Friday, she attends all-day district-based professional development.

Instructional staff members reported being formally evaluated per EVSC guidelines. Non-instructional staff reported not being formally observed. A number of instructional staff members said that they were often informally observed. However, these informal observations are not teacher-focused in nature but instead a quick check on student misbehavior.

Topics for professional development sessions are decided during leadership team meetings. To inform session offerings, leadership team members review school-wide data as well as successful strategies adopted by Delaware Elementary School. Teachers reported that some professional development sessions are more helpful than others. An example of a professional development session that teachers agreed was helpful was four days of after-school training about readers' and writers' workshop. An example of a professional development session that teachers felt was not helpful was a professional development session where staff members examined butterfly habitats and how to incorporate the topic in their instruction. Non-instructional staff members stated that they do not often attend professional development sessions that are tailored to their positions, although there are some such sessions offered through the district.

Acuity exams are administered every nine weeks to students in third through fifth grade. The exams are intended to predict ISTEP+ proficiency. Moreover, teachers give additional interim assessments throughout the year as part of the Data Wise process. According to instructional staff members, these assessments are meant to help identify student needs and to develop plans to accelerate student progress. Teachers throughout all of the grade-levels stated that they gave unit pre- and post-tests to students to inform their instruction and to assess whether their students had mastered course material. All grade-levels are mapping these common assessments to state and Common Core standards during PLCs. While there is an expectation that teachers will give formative assessments to students, there are no school-wide expectations on the use of formative or other assessment data.

Teachers stated that they differentiated instruction after using assessment data to analyze student needs. As previously mentioned, the academic coach works with teachers to develop instructional strategies to be used when students are not meeting lesson objectives. Six Caze Elementary School teachers voluntarily attended Universal Design for Differentiated Instruction (UDDI) professional development sessions.

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Part 3: Summary of Readiness to Act Findings

| Readiness to Act | Urgent | High | Lesser | Low |
|-----------------------------------|--------|------|--------|-----|
| Resource Authority | | | | |
| Resource Ingenuity | | | | |
| Agility in the Face of Turbulence | | | | |

Urgent Priorities:

- Working consistently to find the right balance of people, skills, funds, time, or equipment needed to accomplish school priorities
- Identifying consistently and effectively hidden and untapped resources in order to serve student needs
- Maximizing control over budgetary decisions within an allotted school budget including but not limited to staffing structure, technology, and curricular supplements
- Providing additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience academic or behavioral challenges
- Systematically monitoring interventions to measure students' progress toward academic and/or behavioral goals

High Priorities:

- Evaluating all staff members in a way that includes student performance data
- Staff members collaborating to identify students in need of targeted academic and/or behavioral supports and to plan interventions
- Attracting and retaining outstanding teachers, and dismissing those who do not meet professional standards and expectations
- Assigning teachers to appropriate classes based on their certification, experience and expertise

Summary of Readiness to Act Findings:

School leaders demonstrate limited resource authority and ingenuity. Although the school principal has control over hiring decisions and seeks to hire teachers who are certified to teach in the assigned subject area, there is a limited applicant pool for certain positions. In addition, the principal stated that there are a number of mandatory steps in order to hire a candidate. For example, the principal is still looking to hire a special education teacher because she does not feel that there is a qualified applicant for the position. There is currently a long-term substitute teacher in the role. As previously discussed, the principal has not created any positions since she began her role except for adding an assistant Title Instructionalist. She stated that she has redefined job expectations for some positions within the Title I budget, but it is unclear whether those decisions matched school-wide priorities.

The principal explained that she deems a teacher to be ineffective if there is a downward trend in their students' behavior throughout the year. The principal stated that she believes that approximately 35% of her teaching staff are above-average, and that it takes a skilled teacher to work in such a challenging school environment. She estimated that 2% of her teaching staff are below-average. She acknowledged that there are many new teachers in the building, and new teachers have a learning curve to climb. As required by EVSC protocols, underperforming teachers are flagged and the appropriate documentation is subsequently collected to follow the required steps of the removal process. Caze Elementary School does not have systems to recruit and retain effective teachers. Furthermore, there are some teachers at the school who are not licensed for their role.

Also related to the principal's resource authority is the fact that her control over the school budget is relatively flexible. With some of the Title funding the school has received, the principal has purchased a class set of Netbooks, classroom Promethean Boards, and reading and writing curriculum materials. The impact of budgetary decisions is not monitored.

The principal said that at the top of her wish-list for the school is an assistant principal and/or behavioral specialist. The principal's desire to have an individual who deals primarily with student misbehavior was echoed by many other staff members. A few teachers expressed that teachers lack training in social skills, and therefore felt unqualified to teach social skills to students. In the absence of such an individual to be responsible for student discipline, the school counselor handles behavioral issues. The school counselor also serves as the special education coordinator and deals with some paperwork related to special education services. Additional hats worn by the school counselor include coordinating services for incoming students as well as co-leading RtI efforts in conjunction with the school psychologist, and serving as acting principal when the principal is not in the building. Since she has so many roles and responsibilities, the school counselor reported feeling as though the "quantity of her work overrides the quality." She stated that as a result of being overburdened, her efforts were reactive rather than proactive. Ironically, she has little time to counsel students.

Many teachers felt that it was unfair to substitute teach during their planning periods. They explained that substitute teachers would often take a job at the school and subsequently cancel the job if another job at a different school became available. As part of the Emergency Substitute Plan, teachers have designated planning periods during which they are asked to substitute teach in the event that a substitute teacher is unavailable. The Emergency Substitute Plan is often used.

All teachers interviewed indicated that they had some unfulfilled material/equipment needs, but said that they did not feel exceptionally limited by space, equipment, or materials. As previously mentioned, each classroom teacher has a Promethean Board. In addition, teachers have access to school-wide class sets of iPads and Netbooks. The district provides teachers with opportunities to participate in optional after-school or summer training sessions to learn how to fully employ the technology that is available to them. Some students reported that Netbooks were frequently used during lessons, while other students reported that available technology was not used regularly. In addition, the stage doubles as a space for the "Minds in Motion" program. Furthermore, the principal stated that the implementation of a new readers' and writers' workshop program was delayed several months because every teacher needed instructional materials, such as easels and paper, in order to begin. Some teachers asked to implement the program sooner, and were granted permission to do so.

As part of the adoption of the Response to Intervention (RtI) framework, school staff members are beginning to plan targeted academic and behavioral interventions for identified at-risk students. Teachers explained that a referral for special education evaluation is seen as "the last resort" in the RtI framework. The principal has embedded an intervention block within the master schedule. Classroom teachers expressed feeling as though they were refrained from implementing interventions of their own, and said that they were told that tiered support for students are limited to district-suggested interventions. Three Title Instructionalists and a Title Instructionalist assistant provide the majority of interventions. These staff members explained that the students that they work with are fluid. However, these individuals did not begin working with students until at least three weeks into the school year. Job expectations for this group of support staff were unclear at the beginning of the year.

Part 4: Recommendations

Based upon a thorough review of documents, survey results, observations, and focus groups/interviews, SRA team members have developed a set of recommendations and respective next steps for implementation to assist Caze Elementary School and Evansville Vanderburgh School Corporation with planning for school transformation. There are actionable steps listed after each recommendation, along with a suggested timeline.

Readiness to Learn

Safety, Discipline & Engagement; Action against Adversity; Close Student-Adult Relationships

| | Nov. | Dec. | Jan. | Feb. |
|---|------|------|------|------|
| School leaders should improve the efficacy of the school-wide positive behavior system. | | | | |
| Identify a specific and measurable goal related to school-wide behavior (such as a certain percent decrease in the number of office referrals). | XX | | | |
| Consider additional behavior and crisis management trainings offered by the school district | XX | | | |
| Revisit key elements of the PBIS system in which students are not invested with PBIS committee members. | | XX | | |
| Create an implementation timeline for staff training (or retraining) and the resetting of behavior expectations for students. | | XX | | |
| Refine the monitoring strategy for PBIS implementation at both school-wide and classroom levels in conjunction with PBIS committee members. | | | XX | |

| | Nov. | Dec. | Jan. | Feb. |
|--|------|------|------|------|
| School leaders should strengthen the capacity of teachers to manage student behavior. | | | | |
| Create an observation schedule to frequently observe how teachers address student misbehavior in classrooms. | XX | | | |
| Determine which interventions are successful and which interventions are not successful based upon observations. | | XX | | |
| Develop a ladder of consequences for teachers to use in their classrooms prior to sending a student to the office. Set clear expectations for behaviors that should result in office referrals. | XX | | | |
| Communicate and model how teachers should administer consequences. | | XX | | |
| Create an informal observation process where teachers who repeatedly send office referrals are observed to give immediate and timely feedback about how consequences are administered and how behaviors can be avoided. | | XX | | |
| Identify students who are repeatedly referred to the office. | | XX | | |
| Develop an alternate plan to address the 15-20 students who are repeatedly referred to the office. Alternate plans may include the assignment of the student to a teacher mentor, switching tracks, and/or possibly classroom re-assignment. | | XX | | |
| Create a behavior monitoring system and/or consistently use RDS to input student referral data | | XX | | |
| Create a recurring task for support personnel to compile and analyze office referral data for arising trends and patterns. | | XX | | |

| | Nov. | Dec. | Jan. | Feb. |
|--|------|------|------|------|
| School leaders should coordinate efforts of individuals who support family engagement/needs and ensure an additional emphasis is placed upon connecting families to instructional priorities. | | | | |
| Set expectations about the roles and responsibilities of staff members around engaging families. These expectations should relate to academic and behavioral school-wide goals. | XX | | | |
| Encourage individuals who support family engagement/needs to develop specific, measurable and ambitious goals. | XX | | | |
| Assign the development of specific ways to engage families in instructional priorities/school-wide to a member of the support staff. | XX | | | |
| Engage the Site Council to brainstorm strategies to connect families and community stakeholders to school-wide priorities and goals. | XX | | | |
| Develop a system to monitor family engagement initiatives. | | XX | | |
| Hold a professional development session to provide tools and resources developed by support staff on how to connect families to instructional priorities. | | XX | | |

Readiness to Teach

Shared Responsibility for Achievement; Personalization of Instruction; Professional Teaching Culture

| | Nov. | Dec. | Jan. | Feb. |
|---|------|------|------|------|
| School leaders should set school-level academic goals that have related grade-level, classroom-level and individual-level sub-goals. | | | | |
| Set school-wide goals for each sub-group of students (low, medium, and high performing students) based on ISTEP+ data from SY 2011-2012. | XX | | | |
| Set grade-level goals for each sub-group of students (low, medium, and high performing students) based on school-wide goals. | XX | | | |
| Send school-level and grade-level goals to the Office of Transformational Support for review. | XX | | | |
| Share school-wide and grade-level goals with all teacher teams. | | XX | | |
| Ask teachers to develop classroom-level goals using grade-level goals. | | XX | | |
| Ask teachers to devise individual student goals after considering classroom-level goals. | | | XX | |
| Establish a performance monitoring system for school-level and grade-level goals to ensure progressive attainment of school-wide goals. Have teachers do the same for classroom-level and individual-level goals. | | | XX | |
| Revisit school-wide goals at every faculty meeting and in all conversations with staff to build a high expectation and goals-based culture. | | XX | XX | XX |

| | Nov. | Dec. | Jan. | Feb. |
|---|------|------|------|------|
| School leaders should create a system to identify and address the personal needs of students and families. | | | | |
| Determine who will be the point person to lead these efforts. | XX | XX | | |
| Communicate to school staff members who this point person is and the process by which issues should be brought to the individual's attention. | | XX | | |
| Assign the responsibility of creating a system to track the types of personal needs of students and families that are addressed and how the personal need met impacted student achievement. | | | XX | |
| Meet with the individual to discuss the strategy for addressing needs, record-keeping and progress monitoring. | | | XX | |

| | Nov. | Dec. | Jan. | Feb. |
|---|------|------|------|------|
| School leaders should develop a system/strategy to escalate truancy and repeated attendance issues while also developing how lost instructional time can be addressed for individual students. | | | | |
| Consider all options for escalating repeated truancy and attendance issues by engaging with the Center for Family, Student, and Community Partnerships. | XX | | | |
| Brainstorm specific ways that teachers can address the missed instructional content with students (may also apply to those transferring into the school). | | XX | | |
| Brainstorm specific ways in which the afterschool component may address the gaps in instructional content of those students repeatedly absent (or transferring into the school). | | XX | | |
| Consider Incentivizing school-wide attendance rates for students and families. | | XX | | |

| | Nov. | Dec. | Jan. | Feb. |
|---|------|------|------|------|
| The curriculum should articulate essential content and skills for all students to learn at each grade level. The content/skills should be challenging for all students, and mapped across the school year at a reasonable pace of instruction. | | | | |
| Select a point person to lead the curriculum mapping process. | XX | | | |
| Assign the point person the responsibility of developing a plan to differentiate support for various teacher teams to support the curriculum mapping process. | XX | | | |
| Set a deadline for the creation of curricular items. | XX | | | |

Readiness to Act

Resource Authority; Resource Ingenuity; Agility in the Face of Turbulence

| | Nov. | Dec. | Jan. | Feb. |
|---|------|------|------|------|
| Principal should revisit school budget and school staffing structure to align all personnel, systems, and structures to school priorities. | | | | |
| Identify all areas of the Title I budget that are flexible. | XX | | | |
| Match budget decisions made (such as staffing) to school-wide priorities. | XX | | | |
| Realign resources (including personnel) to school-wide priorities. If personnel changes cannot be made at this time, consider the realignment of job expectations to ensure all school-wide priorities are met. | XX | XX | | |
| Review and informally compile job expectations for all staff within the school. | XX | | | |
| Realign staff and job expectations, incorporating new job requirements for some staff and decreasing job requirements for others based upon equity, effectiveness, and collective bargaining agreements. | XX | XX | | |
| Ensure job expectations are aligned to school-wide priorities. | | XX | | |

| | Nov. | Dec. | Jan. | Feb. |
|--|------|------|------|------|
| School leaders should create a schedule for classroom visits. This may involve reallocating leadership responsibilities to ensure sufficient time for observations. | | | | |
| Create an observation schedule of the lowest performing teachers to ensure 2 classrooms observations take place before the December 1 st deadline. | XX | | | |
| Schedule an observation norming session with Office of Transformational Support to ensure expectations are normed against best practices. | XX | | | |
| Create an observation schedule for informal observations in all classrooms to maintain an instructional leadership presence. | | XX | | |
| Provide timely feedback and develop actionable steps for each teacher observed. | XX | XX | XX | XX |

| | Nov. | Dec. | Jan. | Feb. |
|---|------|------|------|------|
| School leaders should revisit the expectations the intervention block. | | | | |
| Develop specific expectations for how intervention block should be used. | XX | | | |
| Consider how RtI aligns to the intervention block. | XX | | | |
| Engage district personnel to lead RtI reinforcement training. | XX | | | |
| Communicate to school staff members the specific expectations. | XX | | | |
| Require that staff members track interventions for identified study as part of an overall classroom performance monitoring strategy (i.e.: including it in data folders). | | XX | | |
| Create an informal observation process where teachers are observed during the intervention block and provided timely feedback. | | XX | | |

Carrie Ann Hillyard - Vita

Carrie.Hillyard@evsc.k12.in.us

Twitter: Educate4future

Education:

- Indiana State University, 1/2011-Present (Terre Haute, Indiana)
PhD Candidate in *Transformational Urban Leadership Program*
Director of Curriculum and Instruction licensure program (Completed 12/2011)
- Indiana University, 8/2002-7/2004 (Bloomington, Indiana)
PhD student in *Curriculum Studies* program
- Indiana University, 8/2002-5/2004 (Bloomington, Indiana)
Educational Leadership Licensure Program Completed
- Indiana University, 8/2002-5/2004 (Bloomington, Indiana)
M.S., *Elementary Education, Curriculum and Instruction*
- University of Southern Indiana, 8/1995-5/1999 (Evansville, Indiana)
B.A., *Elementary Education* - Minor: *Reading Instruction*

Professional Experience:

Evansville Vanderburgh School Corporation— Office of Transformational Support (Director of School Transformation) 10/12-Present

- Design and implement a "Transformation Zone" (TZ) for a cluster of five priority schools.
- Establish new division of EVSC (Office of Transformational Support) and manage differentiated/intensified transformational improvement efforts for TZ schools.
- Coordinate with various departments (e.g., Human Resources, Finance, Family and Community Engagement) to ensure that Transformation Zone schools are prioritized and receive the services and supports that they need to succeed.

Evansville Vanderburgh School Corporation— Office of Academic Affairs (Director of Title Support [Prev. Asst. Director]) 7/10-10/12

- Directly supported Title I schools, school transformation, supplemental educational services (SES Tutoring), and federal grant writing and implementation.
- Created data-driven processes to maximize learning, school improvement, and district improvement (Acuity, DIBELS/IRC, MeClass Math, etc.)
- Served as direct liaison between Indiana Department of Education Office of School Turnaround and Evansville Vanderburgh School Corporation; Collaborated with the state department on matters of Title I, school accountability, and school improvement.

Evansville Vanderburgh School Corporation (Principal) 7/08-6/10

- Simultaneously lead two chronically low-performing Title I schools while maintaining an instructional focus.
- Managed two schools through the school closure process while facilitating the development of a shared vision among the two separate staffs to design a new K-8 full-service community school focused on service learning, leadership development, world language/global citizenship, and technology.
- Worked to align neighborhood revitalization initiative to school-community driven needs in collaboration with the neighborhood association, Habitat for Humanity, and many other families and community partnerships with the school as the centerpiece of the community; served on Glenwood Community Development Corporation advisory board and chaired the education committee for the neighborhood initiative

Evansville Vanderburgh School Corporation (Curriculum Facilitator) 8/04-7/08

- Provided embedded professional development, modeling, and coaching to teachers in all subject areas (language arts, math, health, science, social studies, technology, art, music, physical education).
- Facilitated and implemented a shared vision and school improvement plan with all staff members through weekly team meetings through data-driven instructional practices.
- Engaged in multiple leadership roles within building and district.

**Indiana University, Department of Curriculum and Instruction
(Associate Instructor and Student Teaching Supervisor) 1/04-8/04**

- Designed and taught ES94, Masters Seminar in Elementary Education course for students in the Elementary Transition to Teaching program.
- MSSD Student Teaching Supervisor for 10 student teachers at the elementary and middle school levels
- Facilitated instruction on various subjects to pre-service teachers as: classroom management, looking at student work/tuning protocols, preparing for the first year of teaching, reflective teaching, multiple intelligences/learning styles, teacher leadership, how the brain learns, and data-driven instructional decision making.
- Served as liaison between the university and public schools

**Indiana University, Center for Research on Learning and Technology
(Professional Development Consultant) 6/02-8/04**

- Co-wrote \$400,000 Eisenhower Higher Education Grant
- Consultant/project support for middle and high school teachers and administrators through grant project: *Enhancing Teaching and Learning through Inquiry (and Technology)*
- Developed and facilitated workshops and coaching sessions for participating educators along with providing embedded professional development support

**Indiana University, Center for Research on Learning and Technology
(Professional Development Consultant) 6/02-8/04**

- Focused on *inquiry-based* learning and professional development, *backward design process* in planning curricular units (Understanding by Design), *integrating technology* as a tool for learning, and *renewing/expanding* content knowledge
- Co-wrote and received Improving Teacher Quality (ITQ) Federal Grant

**Culver Elementary School (Evansville, Indiana)
(Classroom Teacher) 8/99-5/02**

- 3rd & 5th grade classroom teacher in an urban school
- Keen focus on *student engagement* and *student achievement* at a school with limited resources
- Created a *brain-friendly visual curriculum* that motivated and inspired students to learn while eagerly learning alongside the students
- *Supervising teacher* to pre-service teachers and *teacher mentor* to new colleagues
- Selected as a *model teacher* for district after first year of teaching while creating and facilitating professional development opportunities for teachers corporation-wide and with *online community*

Experience Highlights:

Leadership:

- Education Chair for Glenwood Community Development Initiative
- Advisory Board Representative for Glenwood Community Development Corporation
- *Partners for Excellence* Participant, University of Southern Indiana (USI)
- *Partners for Excellence* Steering Committee Member, USI
- Curriculum Facilitator/Achievement Coach
- Completed Leadership Excellence training with intense focus on strengths-based leadership as well as servant-leadership and collaborative processes.
- USI Kappa Delta Pi - Foundation Representative

Special Skills and Interests:

Education policy, school transformation, equity in education, relationships, teacher leadership, creative approaches to teaching and learning, social networks, community engagement, servant leadership, collaboration, integrating and designing curriculum, culturally-relevant instruction, data-driven practices, grant writing, qualitative and quantitative research methodologies, teacher efficacy, school reform, strategic planning, technology integration, 21st Century adaptive skills.

SHANNON R. STRIETER

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Education

OAKLAND CITY UNIVERSITY

Oakland City, IN

Master of Arts in Teaching; June 2001; Summa Cum Laude Distinction

UNIVERSITY OF SOUTHERN INDIANA

Evansville, IN

Bachelor of Arts in English; May 1997; Cum Laude Distinction

Licenses

ADMINISTRATION Building Administrator, Grades K-12 (Indiana)
TEACHING English, Grades 5-12 (Indiana)

Experience

Evansville Vanderburgh School Corporation Office of Transformational Support

Evansville, IN

Senior Transformation Strategist – Instruction & Data Management

January 2013 – present

- Create, plan, and execute training around *Teach Like a Champion* for 200+ teachers.
- Coach school leadership teams in strategic planning.
- Evaluate teachers as needed.
- Monitor school progress.
- Support School Improvement Grant writing process.
- Coordinate district supports for Transformation Zone schools.
- Co-lead committee for new district teacher evaluation tool.

MCGARY MIDDLE SCHOOL

Evansville, IN

Professional Development Specialist

June 2010 – January 2013

- Performed duties of TAP Master Teacher in addition to PDS responsibilities.
- Lead and developed variety of professional development.
- Supported teachers with job-embedded professional development.
- Lead teams through Data Wise process.
- Lead team through PBIS refinement.
- Supported district initiatives.
- Conducted TAP teacher evaluations.
- Maintained TAP certification.
- Participated in EVSC Learning Leadership Cadre.
- Scheduled school-wide events.

MCGARY MIDDLE SCHOOL

Evansville, IN

Summer School Administrator

Summer 2010, 2011, 2012

- Lead summer school.
- Supervised all aspects of day-to-day operations.
- Reviewed all lessons prior to beginning of summer school for rigor, relevance, and engagement.
- Supervised implementation of engagement strategies.

MCGARY MIDDLE SCHOOL

Evansville, IN

Principal Designee

August 2009 – May 2010

- Supported administrative team by leading building as needed.
- Substituted for principal & assistant principal as needed.
- Handled student discipline referrals, including parent contact, conferences, and documentation.

Experience continued

MCGARY MIDDLE SCHOOL

Evansville, IN

Title I Achievement Coach

August 2009 – May 2010

- Led team through Positive Behavior Supports training, planning, implementation, and review phases.
- Led staff through professional development, including engagement strategies and reading comprehension strategies.
- Modeled strategies in classrooms.
- Co-taught in classrooms with the classroom teacher.
- Developed relationships among staff members to build trust.
- Facilitated team activities for Data Wise training and plan development.
- Assisted with creation of School Improvement Plan.
- Monitored school-wide student engagement through Six Sigma training and Green Belt certification in cooperation with community partners from SABIC.
- Trained with distinguished principal and other leaders from the IDOE.
- Helped to secure community partners.
- Scheduled all teacher schedules for end-of-the-year events.
- Graduated EQUITY Academy.

MCGARY MIDDLE SCHOOL

Evansville, IN

Summer Experience Principal Intern

May – June 2009

- Assisted the principal as needed.
- Supervised implementation of engagement strategies.
- Handled student discipline referrals, including parent contact, conferences, and documentation.
- Scheduled coverage for teacher absences.
- Assisted with professional development for summer experience planning.

PLAZA PARK MIDDLE SCHOOL

Evansville, IN

Principal Designee

August 2000 – May 2009

- Acted as assistant principal for four continuous weeks in 2001-2002 and 2007-2008.
- Substituted for principal & assistant principal as needed.
- Handled student discipline referrals, including parent contact, conferences, and documentation.
- Scheduled coverage for teacher absences.

PLAZA PARK MIDDLE SCHOOL

Evansville, IN

Teacher/Team Leader

August 1997 – May 2009

- Taught Language Arts, Literature, and Piano.
- Served on Public Law 221 committee and co-authored initial plan.
- Coached dance team and coached volleyball team for ten years.
- Trained in Applied Control Theory (ACT/PCT).
- Supervised five, full-time student teachers.
- Earned outstanding teacher evaluations.
- Served as eighth-grade teacher team leader for two years, including inaugural year.
- Served on Faculty Cabinet as Chairperson and Secretary.
- Attended SMART goals workshop conducted by Learning Points to develop PL 221 goals, strategies, and actions.
- Led faculty meetings.
- Mapped curriculum for English department.
- Scheduled all teacher schedules for end-of-the-year events.
- Taught Summer Experience various summers.

Ami Magunia

627 S. Dean Street | Baltimore, Maryland | 443.831.3031 | aminamagunia@gmail.com

ENGAGEMENT MANAGER

Mass Insight Education, May 2012

Project Management | Client Management | Education and District Leadership

Organized, data-driven project manager and detailed orientated professional. Highly motivated leader, problem solver, and communicator who builds teams and possesses the initiative to meet demands within a fast-paced organization. Exceptional client management experience as a consultant to urban school districts to improve teacher efficiency.

EDUCATION

Masters in Art of Teaching (3.96 GPA)

Johns Hopkins University, Baltimore, MD

Bachelors of Science in Business Administration (3.63 GPA)

University of Pittsburgh, Pittsburgh, PA

RELEVANT WORK EXPERIENCE

The New Teacher Project, Brooklyn, NY

12/2011 – 5/2012

Contractor (Talent Management, Selection, Training)

- Evaluating teacher performance using the TNTP developed framework for new teacher effectiveness
- Analyzing current observational data and evaluation data to develop and write meaningful Performance Development Plans for probationary teacher performance
- Screening applicants for districts and TNTP sites using the TNTP competency-based phone screen model
- Providing training and development support for TNTP Academy facilitators
- Develop work plans for individual pre-service training institutes in Indianapolis
- Developing and conducting trainings for principals, assistant principals, and other school leaders to improve use of evaluation tools and systems
- Tracking and providing logistical support to ensure that school leaders follow observation and evaluation processes

Office of the State Superintendent of Education, Washington, DC

9/2011 – 12/2011

Contractor (Performance Management, Selection)

- Designed and conducted an evaluation of the effectiveness of performance management systems and practices within the Elementary and Secondary Education (ELSEC) division
- Recommended improvements to existing performance management systems and practices
- Evaluated current selection processes in order to make recommendations to align current processes to a competency-driven model
- Developed competency-based selection tools and materials for use across the ELSEC division

Baltimore City Public Schools (City Schools), Baltimore, MD

12/2010 – 6/2011

Manager of School-Based Staffing and Recruitment

- Managed 7 staff personnel and 3 seasonal and part-time staff
- Designed and implemented recruitment strategies that attract high-quality applicants from diverse backgrounds to apply to the school district
- Enhanced the current online applicant system to align each recruitment activity to employee effectiveness and other recruitment targets
- Developed systems to track and monitor the movement of all staff related to job fairs, transfer activity, and other hiring/staffing events

- * Designed and implemented a strategic staffing plan that aimed to increase the retention, satisfaction, and effectiveness of employees

Key Accomplishments

- ✓ Doubled the number of applicants for teacher-level positions by implementing new recruitment strategies
- ✓ Developed a rigorous, competency-based selection process for all teacher-level staff (in conjunction with the Fund for Educational Excellence)

Baltimore City Public Schools (City Schools), Baltimore, MD

3/2010 – 12/2010

Special Assistant to the Chief Human Capital Officer

- * Acted as executive departmental liaison for coordinating on-going operations, special initiatives, and communications with staff
- * Managed several strategic human capital projects including but not limited to: developing a competency driven assessment process for principal selection, developing a teacher selection process, implementation of the ground-breaking teacher contract
- * Advised the Chief Human Capital Officer on on-going issues and projects to make strategic decisions regarding human capital policies and procedures
- * Coordinated the project work of all departments within the Office of Human Capital to ensure timelines and deadlines were met
- * Performed research, writing, and liaison work on board critical matter, providing strategic on-going support
- * Coordinated with constituents and respective departments within the school district to address and permanently solve unexpected issues

Key Accomplishments

- ✓ Created and implemented the operational implementation of a competency-driven assessment process for school leadership
- ✓ Implemented key recruitment and selection strategies to ensure 31 school leadership vacancies (principal and assistant principalships) were addressed
- ✓ Developed internal processes to implement ground-breaking teacher contract that aligned performance with compensation
- ✓ Designed, in conjunction with the Chief Human Capital Officer, the re-organization of the human capital department to bring support closer to schools through CEO's vision of the School Support Network Team

The New Teacher Project, Baltimore, MD

3/2007 – 3/2010

Site Manager

- * Managed 3 full-time staff personnel and over 75 seasonal and part-time staff
- * Designed and implemented recruitment and selection processes that attract high-quality alternate-route teachers from diverse backgrounds to apply to teach in Baltimore City Public Schools that yield over 3,000 applicants per year
- * Designed and implemented effective strategies to match 200-225 individuals with schools in the district where they will fill high-need vacancies and receive on-site support
- * Managed a high quality twice yearly pre-service training institute by which 200-225 program participants were trained each year
- * Built and sustained effective consulting relationships with district leaders, school administrators, and other key stakeholders within the community
- * Created management tools to monitor project progress and report effectiveness

Key Accomplishments

- ✓ Exceeded project consulting goals related to quantity, program quality, participant satisfaction, and client satisfaction yearly
- ✓ Created, executed, and managed a 7 day new teacher orientation for all new teacher hires in 2010 due to superior results in training and strong client management relationships

The New Teacher Project, Baltimore, MD

6/2006 – 3/2007

Training and Resource Manager

- Led hiring, training, and managing of 12 BCCTR training staff personnel each summer
- Implemented TNTP's curricular framework and materials based on district initiatives, culture, and organization
- Developed and implemented an operations and communications plan for all training institutes
- Recruited, hired, and trained over 100+ Cooperating Teachers to work with new teachers during summer school
- Ensured 180 new teachers met the objectives of the Training Institute curriculum
- Developed and maintained relationships with District staff
- Assessed training faculty performance in order to continually improve Training Institute quality by developing and implementing various performance evaluation tools
- Managed and executed an innovative support program for 400 teachers to ensure all teachers fulfilled the program's mission of increasing student achievement

Baltimore City Public Schools, Baltimore, MD

8/2002 – 6/2006

Elementary School Teacher (Cross Country Elementary)

- Participated as a member of Teach for America, national corps of outstanding recent college graduates who commit two years to teach in public schools in low-income communities across the USA
- Instructed and managed a classroom of 25+ students each year whose yearly progress exceeded grade level expectations by 50-75%
- Participated on various school committees to improve the school's performance metrics in attendance, climate, and achievement to align with standards set by the *No Child Left Behind* Act

Christopher Ndeki Maher
106 West Street Newton, MA 02458
410.382.2857 christophernmaher@gmail.com

Education and Certification:

JOHNS HOPKINS UNIVERSITY Baltimore, MD
• Graduate Certificate in School Administration and Supervision

NEW YORK UNIVERSITY New York, NY
• Master of Public Administration Degree

COLLEGE OF WOOSTER Wooster, OH
• Bachelor of Arts Degree - Political Science, Spanish

MARYLAND STATE DEPARTMENT OF EDUCATION
• Advanced Professional Certificate - Administrator I & Administrator II

Professional Experience:

VICE PRESIDENT, FIELD ENGAGEMENTS Boston, MA
Mass Insight Education School Turnaround Group, 2012-present

- Manage multi-year partnerships with public school systems focused on turning around low-performing schools and improving district outcomes
- Develop design features and monitoring process for successful interventions
- Lead the creation of analytic tools to diagnose district effectiveness and school performance
- Cultivate relationships with superintendents, district leadership, and philanthropic organizations to support engagements
- Develop and execute internal processes for recruitment and retention of high-performing team members

DEPUTY CHIEF ACADEMIC OFFICER Baltimore, MD
Friendship Public Charter Schools, 2009-2011

- Oversaw all instructional and operational activities at four Baltimore public STEM schools serving over 2,400 students: two preK-8 turnaround school and two 6-12 Transformation schools
- Developed core components of the Friendship model, including: common instructional strategies, classroom walkthrough tools, and school evaluation rubrics
- Developed the overarching model and timeline for turnaround operations
- Responsible for over \$10 million per year in federal, state, local, and private funds
- Supervised, evaluated and supported school principals and leadership teams
- Managed multi-million dollar facilities renovations at four campuses

COORDINATOR OF CHARTER SCHOOLS Baltimore, MD
Baltimore City Schools, 2008-09

- Managed and supported 20 secondary public schools, including charter, transformation, innovation and contract schools
- Served as a liaison between the schools and central office

- Oversaw and monitored charter school operations and compliance with agreements and contracts
- Participated in formal documentation procedures, monitoring, and assessments of charter school programs

DIRECTOR

Baltimore, MD

Supporting Public Schools of Choice, 2006-2008

- Founded and designed organization to provide technical assistance and support to Baltimore public charter schools and Innovation High Schools
- Expanded the Coalition of Baltimore Charter Schools to include all operating charter schools
- Researched best practices and conducted site visits to charter and innovative school support organizations in numerous states
- Advocated for equitable per pupil funding for public charter schools

FOUNDING PRINCIPAL

Baltimore, MD

Academy for College and Career Exploration, 2004-2006

- Opened new, public high school in Baltimore City in partnership with Mayor's Office of Employment Development and Johns Hopkins University
- Cultivated culture and school climate that resulted in above-average staff and student attendance and retention
- Led a school that exceeded AYP and outperformed most of its peers
- Developed and managed school budget in partnership with city agency and private university partners

EDUCATION DIRECTOR

Baltimore, MD

Advocates for Children and Youth, 2001-2004

- Led statewide advocacy coalition to pass landmark education funding legislation
- Recruited numerous partner organizations, including unions and school boards
- Successfully advocated for specific reforms such as results-based budgeting, community involvement and student promotion policies
- Conducted and published research concerning inequities within teacher salary allocation, middle school reform and program evaluation

DIRECTOR

New York, NY

The After-School Corporation AmeriCorps Program, 2000-01

- Implemented start-up of \$1.4 million federal community service program focusing on enriching after-school programs in public schools
- Managed program of over 150 part-time staff members at 24 sites
- Recruited participating programs in short time frame, and set up partnerships between nonprofit organizations and public schools
- Evaluated programs through site visits, communication with supervisors

TEACHER

Bronx, NY

All Hallows Institute, 1997-98

- Political Science and Spanish

Green Oaks Family Academy, 1996-97

E. Palo Alto, CA

- English and Spanish as a Second Language
- Named Extraordinary Teacher for a Distinguished Year of Service

CYNTHIA J. CARNEAL

8124 Royalwood Ct.

Evansville, IN 47715

812-459-0595 cyndie.carneal@evsc.k12.in.us

Experience:

Present-2010 **Evansville Vanderburgh School Corp., Evansville, IN**
Principal – Caze Elementary School
Instructional Leader
Disciplinarian
PBIS Training/Co-Leader
Reader's Workshop Implementation
Data Wise Leader
Implementation of the RTI Model
Family Engagement and Community Partners Team

2010-2009 **Evansville Vanderburgh School Corp., Evansville, IN**
Assistant Principal – Highland Elementary School
C.L.A.S.S. Implementation
Disciplinarian
Data Wise Team

2009-1997 **Evansville Vanderburgh School Corp., Evansville, IN**
Counselor – Hebron Elementary School
Principal Designee PL 221 Committee/Scribe
PBA Co-Chairman School/ PTA Treasurer
Case Conference Coord. E.I.T. and 504 Coordinator
Site-Based Council After School Coordinator

1997-1994 **Evansville Vanderburgh School Corp., Evansville, IN**
Counselor – Fairlawn Elementary School
Principal Designee
PBA Co-Chairman
School Treasurer

1994-1982 **Evansville Vanderburgh School Corp., Evansville, IN**
Second and Third Grade Teacher – Howard Roosa Elementary, Washington Elementary, and
Fairlawn Elementary
PTA President
Evansville Area Reading Council President
School Treasurer

1982-1980 **Evansville Vanderburgh School Corp., Evansville, IN**
Substitute Teacher

Education:

2010-Present **Indiana State University, Terre Haute, IN**
Doctoral Program

1998 **Indiana State University, Terre Haute, IN**
Elementary Administration and Supervision Licensure

1994 **Western Kentucky University, Bowling Green, KY**
School Counselor Certification

1983 **University of Evansville, Evansville, IN**
Master of Science – Elementary Education

1980 **Ball State University, Muncie, IN**
Bachelor of Science – Elementary Education

Organizational Affiliations:

Albion Fellow Bacon Center – Board Member, Co-Chairman of Volleyball, Fall Festival
Crossroads Christian Church
Evansville Area Reading Council – Past President
Evansville Teachers Association
Girl Scouts of America – Committee member for Golf Fundraiser
Indiana Association of School Principals
Indiana Counselors Association
Indiana State Teachers Association
Parent Teacher Association – Hebron (Past Treasurer), Plaza Park, Fairlawn (Past President)
Southwest Indiana School Counselor Association – Past President

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2013 - 2014

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.
The original approved allocation amount cannot be increased through an amendment.

Corporation Name: Evansville Vanderburgh School Corporation
Corporation Number: 7995
School Name: Caze Elementary School

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|---------------------|-------|----------|--|---------------|-----------------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| | 1.00 | Y | | Salary for Building level Administrator to support teacher quality (Principal) | \$ 85,000.00 | \$ 85,000.00 |
| | 1.00 | Y | | Professional Development Specialist | \$ 74,000.00 | \$ 74,000.00 |
| | 1.00 | | Y | Family Engagement Coordinator | \$ 30,153.90 | \$ 30,153.90 |
| | 2.00 | Y | | Professional Development Substitutes (2) | \$ 35,000.00 | \$ 70,000.00 |
| | 0.50 | Y | | School Transformation Personnel | \$ 37,500.00 | \$ 37,500.00 |
| | 0.35 | Y | | Director of School Transformation | \$ 27,000.00 | \$ 27,000.00 |
| | 1.00 | Y | | E-Learning Coach | \$ 50,000.00 | \$ 50,000.00 |
| | 1.00 | Y | | Differentiated Instruction Coach | \$ 50,000.00 | \$ 50,000.00 |
| | | Y | | 3 additional Staff days for collaboration (Certified Staff) | \$ 25,000.00 | \$ 25,000.00 |
| | | | Y | 3 additional Staff days for collaboration (Office coverage) | \$ 3,000.00 | \$ 3,000.00 |
| | 1.00 | | Y | Nurse (Community Health Liaison Health and Wellness Training) | \$ 30,000.00 | \$ 30,000.00 |
| | 0.25 | | Y | After School Coordinator (Quarter Time) | \$ 15,546.00 | \$ 15,546.00 |
| | | | | Professional Development/Mentor Stipends | \$ 42,000.00 | \$ 42,000.00 |
| | 0.20 | Y | | Data Coach | \$ 10,000.00 | \$ 10,000.00 |
| | | | | Transportation for all extended learning programs | \$ 20,000.00 | \$ 20,000.00 |
| | | | Y | Summer Extended Learning Programs | \$ 5,000.00 | \$ 5,000.00 |
| | | Y | | Summer Extended Learning Programs | \$ 20,000.00 | \$ 20,000.00 |
| | 0.25 | | Y | Grant - Data Specialist | \$ 12,000.00 | \$ 12,000.00 |
| | | Y | | Retention Bonuses (\$500 per teacher annually) | \$ 50,000.00 | \$ 50,000.00 |
| | 0.25 | Y | | Grant Manager | \$ 20,000.00 | \$ 20,000.00 |
| | | Y | | After-school Programming Costs | \$ 15,000.00 | \$ 15,000.00 |
| | | | Y | After-school Programming Costs | \$ 3,000.00 | \$ 3,000.00 |
| | 9.80 | | | TOTAL SALARIES | | \$ 694,199.90 |
| 2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project. | | | | | | |
| | | | | TOTAL FIXED CHARGES / FRINGE BENEFITS | | \$ 167,832.35 |
| 3. TRAVEL: (differentiate in-state and out-of-state) | | | | | | |
| | in and out of state | | | Professional Development related to school improvement strategies | \$ 30,000.00 | \$30,000.00 |
| | in and out of state | | | Core Experiences Travel | \$ 10,000.00 | \$10,000.00 |
| | in and out of state | | | Training for Family and Community Engagement | \$ 5,000.00 | \$5,000.00 |
| | in-state | | | Follow-Up Training/Support/PD | \$ 3,000.00 | \$3,000.00 |
| | | | | TOTAL TRAVEL | | \$48,000.00 |
| 4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.) | | | | | | |
| Mass Insight Education | | | | School Transformation - Embedded Technical Assistance | \$ 150,000.00 | \$ 150,000.00 |
| External Provider (Per Selection Process) | | | | Wrap-Around Services | \$ 40,000.00 | \$ 40,000.00 |
| External Provider (Per Selection Process) | | | | Teacher & Leadership Development | \$ 150,000.00 | \$ 150,000.00 |
| Diehl Consulting | | | | Evaluation of model and support of performance monitoring and strategic planning | \$ 62,600.00 | \$ 62,600.00 |
| | | | | TOTAL CONTRACTED SERVICES | | \$ 402,600.00 |
| 5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.) | | | | | | |
| | | | | TOTAL SUPPLIES | \$ 87,000.00 | \$ 87,000.00 |
| 6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year". | | | | | | |
| | | | | TOTAL EQUIPMENT AND TECHNOLOGY | \$ 79,398.00 | \$ 79,398.00 |
| 7. OTHER SERVICES: (Include a specific description of services.) | | | | | | |
| Check and Connect | | | | Improvement of Student Engagement and Behavior | \$ 10,000.00 | \$10,000.00 |
| Why Try? | | | | Behavior Modification | \$ 29,000.00 | \$29,000.00 |
| Indirect Costs 2.28% | | | | Indirect Costs | \$ 32,880.62 | \$32,880.62 |
| Technology Repair | | | | Technology Repair and Maintenance | \$ 1,000.00 | \$1,000.00 |
| Parent Training | | | | Parent Training Events | \$ 2,500.00 | \$2,500.00 |
| | | | | TOTAL OTHER SERVICES | | \$75,380.62 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | | | | \$1,554,410.87 |

Following list represents the anticipated materials and supplies purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|---|--------------|--------------|
| 45 | Classroom Mini Grants/Recruit, Attract, Retain Tool | \$ 1,000.00 | \$ 45,000.00 |
| 1 | PD Supplies | \$ 6,000.00 | \$ 6,000.00 |
| 1 | Parent event preparations supplies | \$ 2,000.00 | \$ 2,000.00 |
| 500 | Transportation Passes (\$2.00 Each) | \$ 1,000.00 | \$ 1,000.00 |
| 100 | iPod Cases | \$ 30.00 | \$ 3,000.00 |
| 1 | PBIS Incentives (Student Behavior) | \$ 15,000.00 | \$ 15,000.00 |
| 1 | RTI Materials (Scientific Research Based Interventions) | \$15,000 | \$ 15,000.00 |
| | TOTAL SUPPLIES COSTS | | \$ 87,000.00 |

The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|---|--------------|--------------|
| 1 | Mac Book Carts | \$ 34,000.00 | \$ 34,000.00 |
| 2 | iPod Cart | \$ 2,599.00 | \$ 5,198.00 |
| 100 | iPads for students | \$ 402.00 | \$ 40,200.00 |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 79,398.00 |

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2014-2015

Note: The total amount of funding per year must total **no less than \$50,000** and **no greater than \$2,000,000** per year.
The original approved allocation amount cannot be increased through an amendment.

Corporation Name: Evansville Vanderburgh School Corporation
Corporation Number: 7995
School Name: Caze Elementary School

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|---|----------------|----------|--|---------------|-----------------|
| 1. PERSONNEL (Include positions and names) | | | | | | |
| | 1.00 | Y | | Salary for Building Level Administrator to support teacher | \$ 85,000.00 | \$ 85,000.00 |
| | 1.00 | Y | | Professional Development Specialist | \$ 74,000.00 | \$ 74,000.00 |
| | 1.00 | | Y | Family Engagement Coordinator | \$ 35,153.90 | \$ 35,153.90 |
| | 0.35 | Y | | Director of Title/Transformation Support | \$ 27,000.00 | \$ 27,000.00 |
| | 1.00 | | Y | Professional Development Substitute (2) | \$ 35,000.00 | \$ 70,000.00 |
| | 1.00 | Y | | Mentor Teacher | \$ 40,000.00 | \$ 40,000.00 |
| | 0.50 | Y | | School Transformation Personnel | \$ 37,500.00 | \$ 37,500.00 |
| | 1.00 | Y | | E-Learning Coach | \$ 50,000.00 | \$ 50,000.00 |
| | 1.00 | Y | | Differentiated Instruction Coach | \$ 50,000.00 | \$ 50,000.00 |
| | | Y | | 3 additional Staff days for collaboration (Certified Staff) | \$ 25,000.00 | \$ 25,000.00 |
| | | | Y | 3 additional Staff days for collaboration (Office coverage) | \$ 3,000.00 | \$ 3,000.00 |
| | 1.00 | Y | | Nurse (Community Health and Wellness) | \$ 30,000.00 | \$ 30,000.00 |
| | 0.25 | Y | | After School Coordinator (Quarter Time) | \$ 15,546.00 | \$ 15,546.00 |
| | 0.25 | | Y | Grant - Data Specialist | \$ 12,000.00 | \$ 12,000.00 |
| | 0.25 | Y | | Grant Manager | \$ 20,000.00 | \$ 20,000.00 |
| | | | | Professional Development/Mentor Stipends | \$ 42,000.00 | \$ 42,000.00 |
| | 0.20 | Y | | Data Coach | \$ 10,000.00 | \$ 10,000.00 |
| | | | Y | Transportation for all extended learning programs | \$ 20,000.00 | \$ 20,000.00 |
| | | | | Summer Extended Learning Programs | \$ 5,000.00 | \$ 5,000.00 |
| | | Y | | Summer Extended Learning Programs | \$ 20,000.00 | \$ 20,000.00 |
| | | | Y | After school Programming Costs | \$ 3,000.00 | \$ 3,000.00 |
| | | | | Teacher Peer Support Stipend | \$ 10,000.00 | \$ 10,000.00 |
| | | Y | | After school Programming Costs | \$ 10,000.00 | \$ 10,000.00 |
| | | Y | | Retention Bonuses (\$500 per teacher annually) | \$ 25,000.00 | \$ 25,000.00 |
| | 9.80 | TOTAL SALARIES | | | | \$ 719,199.90 |
| 2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project. | | | | | | |
| | | | | TOTAL FIXED CHARGES / FRINGE BENEFITS | | \$ 170,064.35 |
| 3. TRAVEL: (differentiate in-state and out-of-state) | | | | | | |
| | In and out of state | | | Professional Development related to school improvement strategies | \$ 30,000.00 | \$ 30,000.00 |
| | In and out-of-state | | | Core Experiences Travel | \$ 20,000.00 | \$ 20,000.00 |
| | In and out-of-state | | | Training for Family and Community Engagement | \$ 5,000.00 | \$ 5,000.00 |
| | In-state | | | Follow-Up Training/Support/PD | \$ 3,000.00 | \$ 3,000.00 |
| | | | | TOTAL TRAVEL | | \$ 58,000.00 |
| 4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.) | | | | | | |
| | Mass Insight Education | | | School Transformation | \$ 100,000.00 | \$ 100,000.00 |
| | External Provider (Per Selection Process) | | | Wrap Around Services | \$ 40,000.00 | \$ 40,000.00 |
| | External Provider (Per Selection Process) | | | Teacher & Leadership Development | \$ 100,000.00 | \$ 100,000.00 |
| | Di&H Consulting | | | Evaluation of model | \$ 55,000.00 | \$ 55,000.00 |
| | | | | TOTAL CONTRACTED SERVICES | | \$ 295,000.00 |
| 5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet (include the total amount to be used to purchase testing, programmatic and/or office supplies.) | | | | | | |
| | | | | TOTAL SUPPLIES | \$ 96,200.00 | \$ 96,200.00 |
| 6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "long-life, non-consumable, measurable assets having a useful life of more than one year." | | | | | | |
| | | | | TOTAL EQUIPMENT AND TECHNOLOGY | \$ 76,799.00 | \$ 76,799.00 |
| 7. OTHER SERVICES: (Include a specific description of services.) | | | | | | |
| | Check and Connect | | | Improvement of Student Engagement and Behavior | \$ 10,000.00 | \$ 10,000.00 |
| | Why Try? | | | Behavior Modification | \$ 29,000.00 | \$ 29,000.00 |
| | Indirect Costs | | | Indirect Costs (figured at 2.28%-2013-14 rates) | \$ 31,485.98 | \$ 33,416.29 |
| | Technology Repair | | | Technology Repair and Maintenance | \$ 1,000.00 | \$ 1,000.00 |
| | Parent Workshops | | | Parent training events to be hosted by Caze Elementary | \$ 2,500.00 | \$ 2,500.00 |
| | | | | TOTAL OTHER SERVICES | | \$ 75,916.29 |
| | | | | TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | \$ 1,491,179.54 |

g list represents the anticipated materials and supplies purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|---|--------------|--------------|
| 50 | Classroom Mini Grants/Recruit, Attract, Retain Tool | \$ 1,000.00 | \$ 50,000.00 |
| 1 | PD Supplies | \$ 5,200.00 | \$ 5,200.00 |
| 1 | Parent event preparations supplies (copies, paper, hosting items) | \$ 2,000.00 | \$ 2,000.00 |
| 500 | Transportation Passes (\$2.00 Each) | \$ 1,000.00 | \$ 1,000.00 |
| 100 | iPad Cases | \$ 30.00 | \$ 3,000.00 |
| 1 | PBIS Incentives (Student Behavior) | \$ 20,000.00 | \$ 20,000.00 |
| 1 | RTI Materials (Scientifically Research Based Interventions) | \$ 15,000.00 | \$ 15,000.00 |
| | TOTAL SUPPLIES COSTS | | \$ 96,200.00 |

h following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|---|--------------|--------------|
| 1 | Mae Book Carts | \$ 34,000.00 | \$ 34,000.00 |
| 1 | iPad Cart | \$ 2,599.00 | \$ 2,599.00 |
| 100 | iPads for students | \$ 402.00 | \$ 40,200.00 |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 76,799.00 |

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2015-2016

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.
The original approved allocation amount cannot be increased through an amendment.

Corporation Name: Evansville Vanderburgh School Corporation
Corporation Number: 7995
School Name: Caze Elementary School

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|---|-------|----------|--|----------------------|------------------------|
| I. PERSONNEL (Include positions and names) | | | | | | |
| | 1.00 | Y | | Salary for Building level Administrator to support teacher | \$ 85,000.00 | \$ 85,000.00 |
| | 1.00 | Y | | Professional Development Specialist | \$ 74,000.00 | \$ 74,000.00 |
| | 0.35 | Y | | Director of Title/Transformation | \$ 37,000.00 | \$ 37,000.00 |
| | 1.00 | | Y | Family Engagement Coordinator | \$ 30,153.90 | \$ 30,153.90 |
| | 2.00 | Y | | Professional Development Substitute | \$ 35,000.00 | \$ 70,000.00 |
| | 0.20 | Y | | Data Coach | \$ 10,000.00 | \$ 10,000.00 |
| | 1.00 | Y | | Mentor Teacher | \$ 40,000.00 | \$ 40,000.00 |
| | 0.50 | Y | | School Transformation Personnel | \$ 37,500.00 | \$ 37,500.00 |
| | 1.00 | Y | | E-Learning Coach | \$ 50,000.00 | \$ 50,000.00 |
| | 1.00 | Y | | Differentiated Instruction Coach | \$ 50,000.00 | \$ 50,000.00 |
| | 0.25 | | Y | After School Coordinator | \$ 10,546.00 | \$ 10,546.00 |
| | | | Y | Transportation for all extended | \$ 20,000.00 | \$ 20,000.00 |
| | | | Y | Summer Extended Learning | \$ 5,000.00 | \$ 5,000.00 |
| | | Y | | Summer Extended Learning | \$ 20,000.00 | \$ 20,000.00 |
| | 1.00 | | Y | Nurse (Community Health and | \$ 30,000.00 | \$ 30,000.00 |
| | 0.25 | Y | | Grant - Data Specialist | \$ 12,000.00 | \$ 12,000.00 |
| | 0.25 | Y | | Grant Manager | \$ 20,000.00 | \$ 20,000.00 |
| | | | | Professional Development/Mentor | \$ 42,000.00 | \$ 42,000.00 |
| | 1.00 | Y | | Teacher Peer Support Stipend | \$ 10,000.00 | \$ 10,000.00 |
| | | Y | | Afterschool Programming Costs | \$ 10,000.00 | \$ 10,000.00 |
| | | | Y | Afterschool Programming Costs | \$ 3,000.00 | \$ 3,000.00 |
| | | Y | | Retention Bonuses (\$500 per teacher | \$ 50,000.00 | \$ 50,000.00 |
| | 11.80 | | | TOTAL SALARIES | | 716,199.90 |
| 2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project. | | | | | | |
| | | | | TOTAL FIXED CHARGES / FRINGE BENEFITS | | \$ 171,024.95 |
| 3. TRAVEL: (differentiate in-state and out-of-state) | | | | | | |
| | In and out of state | | | Professional Development related to school improvement strategies | \$ 30,000.00 | \$ 30,000.00 |
| | In and out-of-state | | | Core Experiences Travel | \$ 20,000.00 | \$ 20,000.00 |
| | In and out-of-state | | | Training for Family and Community Engagement | \$ 5,000.00 | \$ 5,000.00 |
| | In-state | | | Follow-Up Training/Support/PO | \$ 3,000.00 | \$ 3,000.00 |
| | | | | TOTAL TRAVEL | | \$ 58,000.00 |
| 4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.) | | | | | | |
| | Mass Insight Education | | | Transformation School Support | \$ 50,000.00 | \$ 50,000.00 |
| | External Provider (Per Selection Process) | | | Wrap-Around Services | \$ 40,000.00 | \$ 40,000.00 |
| | External Provider (Per Selection Process) | | | Teacher & Leadership Development | \$ 50,000.00 | \$ 50,000.00 |
| | Dehl Consulting | | | Evaluation of model | \$ 55,000.00 | \$ 55,000.00 |
| | | | | TOTAL CONTRACTED SERVICES | | \$ 195,000.00 |
| 5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet (include the total amount to be used to purchase testing, programmatic and/or other materials) | | | | | | |
| | | | | TOTAL SUPPLIES | \$ 114,500.00 | \$ 114,500.00 |
| 6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year". | | | | | | |
| | | | | TOTAL EQUIPMENT AND TECHNOLOGY | \$ 60,719.00 | \$ 60,719.00 |
| 7. OTHER SERVICES: (Include a specific description of services.) | | | | | | |
| | Connect Ed | | | Improvement of Student Engagement and Behavior | \$ 10,000.00 | \$ 10,000.00 |
| | Why Try? | | | Behavior Modification | \$ 29,000.00 | \$ 29,000.00 |
| | Technology Repair | | | Technology Repair and Maintenance | \$ 1,000.00 | \$ 1,000.00 |
| | Indirect Costs | | | Indirect Costs (figured 2.28% - 2013-14 rates) | \$ 29,576.71 | \$ 29,576.71 |
| | Parent Workshops | | | Parent Training Events to be hosted by Caze Elementary | \$ 2,500.00 | \$ 2,500.00 |
| | | | | TOTAL OTHER SERVICES | | \$ 72,076.71 |
| | | | | TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM) | | \$ 1,387,519.96 |

ing list represents the anticipated materials and supplies purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|---|--------------|----------------------|
| 50 | Classroom Mini Grants/Recruit, Attract, Retain Tool | \$ 1,000.00 | \$ 50,000.00 |
| 1 | PD Supplies | \$ 5,200.00 | \$ 5,200.00 |
| 1 | Parent event preparations supplies (copies, paper, hosting items) | \$ 2,000.00 | \$ 2,000.00 |
| 500 | Transportation Passes (\$2.00 Each) | \$ 1,000.00 | \$ 1,000.00 |
| 60 | iPad Cases | \$ 30.00 | \$ 1,800.00 |
| 1 | PBIS Incentives (Student Behavior) | \$ 25,000.00 | \$ 25,000.00 |
| 1 | Culture and Climate Motivation Items | \$ 4,500.00 | \$ 4,500.00 |
| 1 | RTI Materials (Scientific Research Based Interventions) | \$ 25,000.00 | \$ 25,000.00 |
| | TOTAL SUPPLIES COSTS | | \$ 114,500.00 |

he following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|---|--------------|---------------------|
| 1 | Mac Book Carts | \$ 34,000.00 | \$ 34,000.00 |
| 1 | Pad Cart | \$ 2,599.00 | \$ 2,599.00 |
| 60 | iPads for students | \$ 402.00 | \$ 24,120.00 |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 60,719.00 |

EVANSVILLE VANDERBURGH SCHOOL CORPORATION SIG APPLICATION

LEA SIG APPLICATION

**LEA SIG APPLICATION FORM
STAKEHOLDER ENGAGEMENT**

LINCOLN COMMUNITY SCHOOL

**SIG APPLICATION FORM
SCHOOL TRANSFORMATION PLAN
SIG BUDGET
APPENDICES**

CAZE ELEMENTARY SCHOOL

**SIG APPLICATION FORM
SCHOOL TRANSFORMATION PLAN
SIG BUDGET
APPENDICES**

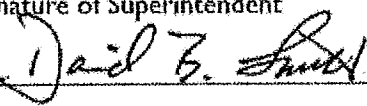
FAIRLAWN ELEMENTARY SCHOOL

**SIG APPLICATION FORM
SIG BUDGET
APPENDICES**

**Appendix F: LEA Application of General Information
2013-2014**

**School Improvement Grant (1003g)
Application due June 3, 2013
Email application to 1003g@doe.in.gov**

LEA Application: General Information

| | | |
|---|--|---------------------|
| Corporation Name: | | Corporation Number: |
| Evansville Vanderburgh School Corporation | | 7995 |
| Contact for the School Improvement Grant: | | |
| Carrie Hillyard | | |
| Position and Office: | Contact's Mailing Address: | |
| Director of School Transformation Office of Transformational Support | 951 Walnut Street Evansville, Indiana 47713 | |
| Telephone: (812) 435-8459 | Fax: (812) 435-8358 | |
| Email Address: | | |
| Carrie.Hillyard@evsc.k12.in.us | | |
| Superintendent (Printed name) | Telephone: | |
| Dr. David B. Smith, Ed. D | (812) 325-8460 or (812) 435-8477 | |
| Signature of Superintendent | Date: | |
| X  | June 3, 2013 | |

➔ Complete and submit this form one time only.

➔ Complete a second form, "Priority Application" for each school applying for a school improvement grant.

1. Schools to be Served by LEA

Instructions:

- 1) Using the list of Priority schools provided by the IDOE, complete the information below, for all priority schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
- 2) Place an "X" indicating priority and the school improvement model (intervention) selected, based on the "School Needs Assessment" conducted by the LEA. (Add cells to the table as needed to add more schools.)

| School Name | Grade Span | Priority | Based on the "School Needs Assessment" tool, the LEA has determined this model for the school | | | |
|--------------------------------|------------|----------|---|----------------|---------|---|
| | | | Turn-around | Transformation | Restart | Closure |
| Academy for Innovative Studies | 6-12 | X | | | | X |
| Caze Elementary School | K-5 | X | | X | | |
| Cedar Hall Community School | PreK-8 | X | | | | X |
| Evans School | PreK-6 | X | | X (Year 2) | | |
| Fairlawn Elementary School | K-5 | X | | X | | |
| | K-8 | X | | | | GLA has implemented the Transformational Model for 3 years. |
| Glenwood Leadership Academy | | | | | | |
| Lincoln School | K-8 | X | | X | | |
| Lodge Community School | K-8 | X | | X | | |
| McGary Middle School | 6-8 | X | | X (Year 1) | | |

2. Explanation if LEA is Not Applying to Serve Each Priority School

☐ We will serve all of our Priority schools.

☒ **We believe we do not have the capacity to serve all Priority schools. Our explanation for why is provided below.**

While EVSC has increased supports for those priority schools designated to be part of EVSC's Transformation Zone, the district lacks the capacity to support more than one additional school's transformational improvement efforts outside of this increased system of support.

The district does feel it has the capacity to serve and support the Transformational model to be successfully implemented in all of its schools in the Transformation Zone (TZ), which includes Caze and Lincoln (in addition to three schools already successfully implementing this model—all of which have received very positive feedback from IDOE onsite monitoring visits at both the school level and LEA level).

Outside of the TZ, the district only has the capacity to effectively support one additional school, which is Fairlawn Elementary School. Fairlawn recently wrote and received a competitive 1003a grant, which was only a one-year grant. The LEA was very satisfied with the implementation of this school's transformational efforts and is eager to support the continuation of strategies that began with 1003a as well as even more robust strategies planned within their 1003g SIG application.

- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*).

School Name: Lincoln Community School

School Number: 8251

| Stakeholder Group | Mode of Communication | Date |
|---------------------------------|---|-------------------------------------|
| School staff | Email – notification of grant opportunity | 5/10/2013 |
| School staff | Voluntary meeting – overview of SIG application process and intervention models | 5/15/2013 |
| School staff | Voluntary meeting – overview of leadership-team selected strategies organized by required elements | 5/29/2013 |
| School staff | Voluntary meeting – overview of final leadership-team selected strategies organized by required elements | 6/4/2013 |
| School leadership team | Afterschool meeting – needs assessment/root cause analysis | 5/13/2013 |
| School leadership team | Afterschool meeting – needs assessment/root cause analysis | 5/20/2013 |
| School leadership team | All-day planning meeting – school priority areas, selection of transformation strategies (aligned to required elements) | 5/22/2013 |
| School leadership team | Meeting (during planning/PLC time) – review of chosen and finalized school transformation strategies (aligned to required elements) | 5/31/2013 |
| Parents and Families | Individual phone calls – phone calls from OTS staff | 5/20/2013 – 6/7/2013 |
| Parents and Families | Individual phone calls – ConnectED message | 5/17/2013 |
| Students | Site Council meeting – overview of application process and intervention model/rationale | 5/17/2013 |
| Students | Solicit input during Do Now activity | 5/21/2013 |
| Community Partners | Site Council meeting – overview of application process and intervention model/rationale | 5/17/2013 |
| Evansville Teachers Association | Email – notification of grant applications Request for letter of support Sharing of plan for feedback | 5/10/2013 5/17/2013 5/31/2013 |
| Evansville Community | Facebook posting | 5/21/2013 |

School Name: Caze Elementary School

School Number: 8261

| Stakeholder Group | Mode of Communication | Date |
|---------------------------------|---|-------------------------------------|
| School staff | Voluntary meeting – overview of SIG application process and intervention models (led by Office of Transformational Support) | 5/15/2013 |
| School staff | Voluntary meeting – overview of leadership-team selected strategies organized by required elements | 5/29/2013 |
| School staff | Voluntary meeting – overview of final leadership-team selected strategies organized by required elements | 6/4/2013 |
| School leadership team | Afterschool meeting – needs assessment/root cause analysis | 5/13/2013 |
| School leadership team | Afterschool meeting – needs assessment/root cause analysis | 5/20/2013 |
| School leadership team | All-day planning meeting – school priority areas, selection of transformation strategies (aligned to required elements) | 5/22/2013 |
| School leadership team | Meeting (during planning/PLC time) – review of chosen and finalized school transformation strategies (aligned to required elements) | 5/31/2013 |
| Parents and Families | Individual phone calls – phone calls from OTS staff | 5/20/2013 – 6/7/2013 |
| Parents and Families | Individual phone calls – ConnectED message | 5/17/2013 |
| Students | Site Council meeting – overview of application process and intervention model/rationale | 5/17/2013 |
| Students | Solicit input during Do Now activity | 5/21/2013 |
| Community Partners | Site Council meeting – overview of application process and intervention model/rationale | 5/17/2013 |
| Evansville Teachers Association | Email – notification of grant applications Request for letter of support Sharing of plan for feedback | 5/10/2013 5/17/2013 5/31/2013 |
| Evansville Community | Facebook posting | 5/21/2013 |

School Name: Fairlawn Elementary School School Number: 8293

| Stakeholder Group | Mode of Communication | Date |
|---------------------------------|---|--------------------|
| Evansville Teachers Association | Email Email-Update on 1003g: Revised deadline, input, vote | 5-29-13 5-28-13 |

| | | |
|--|---|---|
| | Meeting-Discussion regarding ETA member vote Email-Grant update | 5-23-13 5-24-13 |
| Parents & Families | Connect Ed Phone Message PTA Meeting Connect Ed Phone Message | 5-15-13 5-14-13 5-13-13 |
| Students in Grades 3-5 | Morning Meeting | |
| Faculty and Staff | Email grant update Email Meeting Email – grant update Meeting – Discuss ETA vote Survey monkey Meeting Survey monkey Email – grant update | 5-30-13 5-28-13 5-28-13 5-24-13 5-23-13 5-21-13 5-21-13 5-20-13 5-17-13 |
| Data Team and CAB | Meeting | 5-20-13 |
| Academic coach and principal | Meeting | 5-13-13 |
| Community Partners (No Excuses University, YouthFirst, etc.) | Emails | 5/24 – 6/8 |
| Evansville Community | Facebook posting | 5/21/2013 |

*IDOE may request that the LEA produce documentation that lists the names of the stakeholders above.

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

Evansville Vanderburgh School Corporation assures that it will:

- X (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- X (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- X (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- X (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- X (6) Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ “Starting over” in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a school wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.